DOCUMENT RESUME

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ABSTRACT

In 1993, the Oregon Legislature funded six curriculum development projects to design frameworks for integrating academic content with technical skills, work behaviors, sample teaching activities, and assessment strategies appropriate to the state's Certificates of Advanced Mastery (CAMs). This report describes results for the six projects as of fall 1995, the projects' ending date, and presents materials developed. The first section provides background information on the legislation, Certificates of Initial Mastery and CAMs, and goals of the project related to curriculum development, articulation, and cooperation among high schools, community colleges, four-year colleges and universities, business and industry representatives, and parents. The bulk of the report presents results for the six CAM Curriculum Frameworks, covering the areas of arts and communications, business and management, health services, human resources, industrial and engineering systems, and natural resource systems. Except for the section on the arts and communications curriculum, each section provides information on the purpose, design, and development of the framework, as well as on proficiency standards in the curriculum. In addition, the section related to the human resources curriculum provides information on efforts to articulate the curriculum with secondary schools and community colleges. The final section provides a user's guide to the CAM Information Network, an electronic bulletin board established by the project to disseminate information on the curricula. (TGI)

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The Human Resources Certificate of Advanced Mastery Curriculum Framework and Statewide Articulation Projects

with disks for all six CAM projects and the CAM InfoNet

A Senate Bill 81 project of the 1993 Oregon Legislature

completed at
Southwestern Oregon Community College
1988 Newmark Street
Coos Bay, OR 97423

September 30, 1995

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The Oregon 2+2 Tech Prep Consortium

A unified approach to SB-81 Workforce Investment Grants for 2+2 Tech Prep curriculum development and statewide articulation

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Senate Bill 81 of the 1993 Legislature used Oregon Lottery dollars to fund six curriculum development projects and four statewide articulation projects to be completed by fall, 1995. All ten project contractors formed this consortium to advance Oregon's school improvement activities. The consortium's name comes from language in Senate Bill 81.

All of these curriculum grants focused on these three major areas:

1. Form curriculum development teams for each endorsement area, composed of high school, community college and four-year college/university educators, business/industry representatives, parents and others.

2. Develop a curriculum framework that integrates rigorous academic content, technical skills, work behaviors, sample teaching activities/strategies and assessment strategies appropriate to all Certificates of Advanced Mastery.

3. For four of the grants (Business and Management, Health Services, Human Resources, Industrial and Engineering Systems), articulate all secondary school professional technical programs with all community college programs so a Certificate of Advanced Mastery completer can smoothly enroll and transfer credits and competencies to any Oregon community college or four-year institution.

These grants provided funding for reimbursement of substitute teachers, a stipend for summer participation, and payment for travel, meals, lodging and other curriculum development and articulation expenses.

All six CAM projects distributed a final product to each Oregon public high school, community college, four-year college, and educational service district. This notebook contains the complete Human Resources Project and disk files in IBM-Word Perfect 5.1 format for all six CAMs so that selected portions of these projects can be cut-and-pasted into local documents. In the tabbed sections for five of the CAMs, individual pages created with other desktop publishing software have been printed and included to preserve their quality.

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PUBLIC SCHOOLS MUST CONSTANTLY STRIVE TO IMPROVE

by Norma Paulus, Oregon's state superintendent of public instruction

Published in *The Register-Guard*, Eugene, Oregon, Thursday, August 3, 1995

Across the country, the vitality and the viability of public education are threatened. Some parents remove their children from public schools because they fear for their children's safety. Others home-school their children to provide more religious instruction and avoid what they deem to be unsavory peer influence. Still other parents send their children to private schools, attracted by the smaller classes and what they perceive to be a more relevant education.

These concerns are valid and have led to efforts to siphon public tax dollars to private schools.

To survive, public schools must change. Academics, particularly mathematics and science, must be more rigorous and schools must become safe havens for learning.

We are working hard to maker these improvements. The last session of the Legislature reinforced over efforts by validating our blueprint for school improvement, providing new avenues to discipline students and stabilizing funding for schools.

Academics and parental involvement: The Legislature this year pulled apart Oregon's 1991 school improvement law and analyzed it word by word. They listened to more than 70 hours of public testimony about the 4-year-old law. They scrutinized its components. In the end, by an overwhelming vote of 71-19, the most conservative Legislature in Oregon in 40 years, not only restored the law but strengthened it. The revised laws emphasizes two essential elements of school improvement: academics and parental involvement.

Under the new law, Oregon students will be expected to reach clearly defined academic standards in mathematics, science, English, history, geography, economics and civics. They will take standardized tests in these subjects at grades three, five, eight and 10 to make sure they are progressing.

They will be required to learn a second language and study the arts. To help students retain their learning they will be expected to turn in assignments, take test and demonstrate what they know by applying it in practical, hands-on situations.

Schools also will connect classroom learning to the real world to make school work more relevant for students. This way, college-bound students will see a greater need to focus on their studies because their studies apply to future career goals. Job-bound students will gain valuable experience in high school to help them find a good job after graduation.

Under Oregon's school improvement law, local control will become even more localized, with councils of parents and teachers making decisions about education at each local school building. Each building and district will set goals to improve their educational programs and design their own improvement plans to meet their goals. For example, a local council at a Salem elementary school decided to require student uniforms.

In this way, local schools and districts will establish and enforce higher educational standards. Oregon's school improvement law requires local school districts, not state agencies, to determine the course content, format, materials and teaching methods to use.

Student discipline and conduct: As part of Oregon's new school improvement law, all districts will develop programs and policies to achieve a safe education environment. Thanks to a new state law, schools now have a new method of disciplining students. Districts and the state Department of Transportation may revoke the driving privileges of students bringing weapons to school, assaulting other students or school employees, damaging school property or committing other offenses.

Under this new law, districts may expel a student for up to one year for using profane or obscene language or committing other offenses, a significant increase over the previous maximum of one semester. Local school administrators and boards must get tough on violent students and local communities must support district actions.

A 1929 state law requires schools to teach citizenship, courtesy, honesty and respect, but local adherence to this law has declined in recent years. We are encouraging districts to renew their efforts.

Several districts are working with their local communities to identify civic values that the community wants schools to emphasize. If we want a future generation of decent, hard working citizens, then parents, churches and schools must help children develop these traits.

Funding: Not only did the Legislature this year pay close attention to what occurs in classrooms, it also sought to provide adequate funding for education. In the past, the Legislature allocated money to other state agencies and programs and then distributed whatever was left to schools.

Despite record high enrollment and inflation, the state Legislature in the 1993-95 biennium, for example, appropriated $500 million less to schools than they received the previous biennium. This year, legislators approved an additional $100 million above the governor's budget for education.

The extra money will help equalize the amount of money each district spends per student. It was a welcome change for schools to see the legislature make funding education a priority.

Strong public schools build a strong country. The United States has survived as democracy for 200 years because it is a literate society. This literate society exists because of our public school system.

Public schools that educate all children - regardless of race, creed, gender or family income - are the fuel for the American dream. Oregonians must work together to continue to strengthen Oregon's public schools.

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Oregon's Educational Act

For The 21st CENTURY

Goals:

- *Best educated citizens in the nation and the world*
- *Achieve highest standards of academic content and performance*
- *Provide lifelong academic skills that prepare students for ever-changing world*

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Public Accountability

- Annual statewide Report Card
- Local district and schools self-evaluations every two years
- Increased parent involvement
- Alternative programs for students either not meeting or exceeding the academic standards
- Diplomas issued
- Students given grades
- Academic content and performance tested statewide at grades 3, 5, 8, 10

Certificates of Initial Mastery (CIM)

- K-10 program by 1998-99
- Content and performance assessments
- Portfolios optional
- State academic standards in content areas
- Local standards in all other areas

Certificates of Advanced Mastery (CAM)

- Begins two years after standards adopted by state
- Includes two years of study with rigorous academic standards
- Prepares students for post-high school
- Provides combination of work-related learning and study

Extended school year goals repealed

Serve Head Start eligible children by 2004 if funding available

School site social services at local district's discretion

More local control

Control of:

- Curriculum
- Course content, format, materials
- Teaching methods
- Academic standards in many areas
- Student second language proficiency

21st Century School Councils

- One in every building
- Composition locally decided
- School board's role defined

Timeline extensions available for districts showing need

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Certificate of Initial Mastery

CIM standards:

- Must meet "highest standards of academic content and performance"
- Must include state standards; may include additional local standards
- Require rigorous academic content standards in:
  - mathematics
  - science
  - history
  - geography
  - economics
  - civics
  - English (includes reading, writing)
  - second languages
  - the arts
- Students must demonstrate knowledge and skills in:
  - reading
  - writing
  - problem solving
  - reasoning
  - communicating
- Students have opportunity to show ability to:
  - learn
  - think
  - retrieve information
  - use technology
  - work effectively as individuals
  - work effectively in group settings
- Local CIM plans due July 1, 1997, must include:
  - *Steps to ensure programs meet CIM requirements*
  - *Alternative learning program*
- State to develop alternative certificate for students unable to meet all CIM standards
- CIM program in addition to diploma
- Knowledge and skills measured by a variety of valid assessment methods

CIM Assessments — Grades 3, 5, 8, 10

- Statewide tests:
  - Content and performance based
  - Test student knowledge and skills in:
    mathematics
    science
    history
    geography
    economics
    civics
    English (includes reading, writing)
  - Evaluate student ability to:
    read
    write
    problem solve
    reason
    communicate
  - Phased in by year 2000

- Local assessments:
  - In all areas tested by state plus:
    Second languages
    - state provides standards, local districts decide student proficiency
    - districts provide two years of instruction between kindergarten and 12th grade by 2001
    - districts may exempt students

    The arts
    - including but not limited to:
      - literary arts
      - performing arts
      - visual arts

    Skills
    - learn
    - think
    - retrieve information
    - use technology
    - work effectively as individuals
    - work effectively in group settings

    Any other local requirements

CIM CERTIFICATE
ALTERNATE CERTIFICATE

Certificate of Advanced Mastery

- ✘ Two-year program that combines study and work related learning experiences
- ✘ Work-related learning experiences to include:
  - Job shadowing
  - Workplace mentoring
  - Workplace simulations
  - School-based enterprises
  - Structured work experiences
  - Cooperative work and study programs
  - On-the-job training
  - Apprenticeship programs
  - Other school-to-work opportunities
- ✘ Comprehensive education component that meets rigorous academic standards
- ✘ State Board of Education adopts framework for programs and timelines
- ✘ School districts have two years to implement CAM after state Board adopts standards
- ✘ State Board submits CAM standards, evaluation criteria and implementation plans to legislative interim committee PRIOR to adopting administrative rules
- ✘ Until statewide implementation, districts encouraged to use CAM programs which fit student and community needs

CAM report by state Board of Education to 1997 Legislature must include:

- CAM implementation timeline, projected costs
- Evaluation of CAM assessment
- Evaluation of staff development opportunities
- Strategies to implement CAM in small, rural schools
- Description of CAM academic standards monitoring system
- Description of role of business, education partnerships
- Six career endorsement areas implementation descriptions:
  - *arts and communication*
  - *health services*
  - *human services*
  - *industrial and engineering systems*
  - *business and management*
  - *natural resources*

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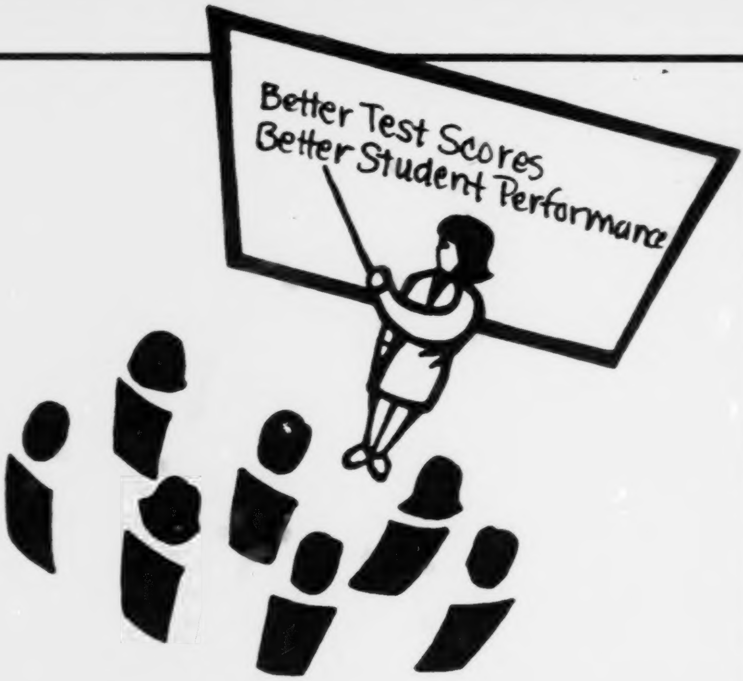
Local District Improvement Plans
(ORS 329.095)

- Plan update with self-evaluations required every two years
- Must include CIM plans
- Public included in goal setting, self-evaluation
- School population's demographic groups invited to help develop local district improvement plans
- Districts encouraged to explain goals and school improvement programs to parents, students, teachers, school employees, community members
- Local improvement plans must include:
  - District efforts to achieve local efficiencies through magnet schools, energy programs, public and private partnerships, staffing, other economies
  - Programs, policies to achieve a safe educational environment
  - District's and schools' short and long-term staff development plans
  - School improvement plans and goals available for public review

EVALUATION
PLANS
GOALS



21st Century Schools Councils

- ✘ Duties, responsibilities, rights of local school boards take precedence over school council duties
- ✘ Required at all schools
- ✘ Meetings subject to public meetings law
- ✘ Composition:
  - Not more than half teachers
  - Not more than half parents of students attending that school
  - At least one classified employee
  - Building principal or designee
  - Other members as the school district designates, may include local school committee members, business leaders, students and members of the community

OR

- ✘ Composition determined by the school district board because:
  - Unable to compose council as designated above
  - Building needs require different council composition
- ✘ Duties:
  - Develop plans for staff development
  - Improve school's instructional program
  - Develop and coordinate site school improvement plans
  - Administer staff development grants-in-aid
- ✘ Selection:
  - Licensed teachers at site elect teachers
  - Classified employees at site elect representatives
  - Parents of students attending the school select parents
  - Council selects other representatives

Timelines

As soon as possible	**State Board** • Creates alternative certificate for students unable to achieve CIM • Adopts timeline, program framework for districts to phase in CAM • Establishes criteria for CIM performance, achievement • Establishes process for school improvement program timeline extensions
Annually	**Districts** • Determine student progress toward achieving CIM standards at grades 3, 5, 8, 10 • Report progress to students, parents **Dept. of Education** • Presents evaluation of pilot programs to state Board, legislative interim committees • State Superintendent issues Oregon Report Card before Sept. 30
1995-96	**State Board** • Revises CIM standards • Designs plan to phase in CIM academic standards • Submits CIM standards to legislative interim committees • Statewide tests in math, reading and writing for grades 3, 5, 8, 10 • Prepares public school choice guidelines, models for districts by July 1 **Districts** • Conduct self-evaluations — districtwide and individual schools • Develop school improvement plans • Develop local goals with community input • 21st Century Schools Council required in every building
1996-97	**Dept. of Education** • Statewide tests: math, reading, writing and English for grades 3, 5, 8, 10 • State on-site visits to school districts: every three years **State Board** • Submits proposed CAM standards, evaluation criteria and implementation plans to legislative interim committees before Jan. 1 • Submits report to 1997 Legislature relating to CAM implementation, costs, impacts on small and rural schools • Submits report to 1997 Legislature regarding fiscal, academic, societal, emotional impact of extended school year programs • Requests 1997 Legislature input, direction in CAM standards • Adopts CAM standards, rules by March 1 **Districts** • Revised CIM plans (district improvement plans) due to Dept. of Education before July 1
1997-98	**Dept. of Education** • Statewide tests in math, reading, writing, English and science for grades 3, 5, 8, 10
1998-99	**Dept. of Education** • Statewide tests in math, reading, writing, English, science, history, geography, economics and civics for grades 3, 5, 8, 10 **Districts** • Must be ready to award the CIM • Begin CAM programs
1999-2000	**Dept. of Education** • Statewide assessment system fully implemented by 2000
2001-2002	**Districts** • Diploma requires two years of second language at level determined by local district **Legislature** • 50 percent of Oregon pre-kindergarten programs funded
2004	**Legislature** • Oregon pre-kindergarten programs fully funded

Questions and Answers

Do districts have control over what is taught?	Yes. Districts control course content, course format, teaching materials and teaching methods. Districts control local goals and programs. School programs can be designed to meet community needs.
Are grades and diplomas required?	Yes. Districts must give grades that are based on the district's curriculum and understandable to both students and parents. Diplomas are required in addition to Certificates of Mastery.
What are the requirements for a high school diploma?	A student must receive 22 units of credit in specific subject areas outlined by the state Board of Education. Subject areas include language arts, mathematics, science, U.S. history, global studies, government, health, P.E., career development, economics, arts and foreign languages.
What are the requirements for a Certificate of Initial Mastery?	In addition to local requirements a student must demonstrate proficiency in academic standards set by the state Board of Education in English, mathematics, science, history, civics, geography and economics, and receive instruction in second languages and the arts.
What are the requirements for a Certificate of Advanced Mastery?	A student must complete a program that combines high quality work-related learning experiences and academic study; complete requirements of career endorsement areas including academic studies that prepare students for further education, lifelong learning and employment.
What about students who do not meet or who exceed the CIM standards?	Districts must make additional services available for students who are not meeting the standards or who are exceeding all the standards in tests given in grades 3,5,8 and 10. If, a year later, the student still does not meet or continues to exceed all the standards, alternative learning options or other public school placements must be considered.
What is the current standard for Oregon students?	Students must take at least 22 credit hours of classes and get at least a "D-" in each class to graduate. This standard measures the number of courses students take. It does not necessarily measure whether students understand and can apply important knowledge and skills taught in the classes.
What is the new standard for Oregon students?	High academic standards will measure whether students understand and can apply important knowledge and skills. Students will be required to achieve standards in English, mathematics, science, history, geography, civics, economics, the arts and a second language. Teachers will use statewide tests and other local testing to evaluate whether students achieve the standards. Students achieving these and other local standards are awarded Certificates of Initial Mastery.
What are student portfolios?	A cumulative record of student progress and achievement. Portfolios could include tests, special projects, writing samples, video tapes or other evidence of student work that demonstrates mastery of skills and knowledge.
Are portfolios required?	No. School districts can decide if student portfolios are part of the CIM requirements.
How has community involvement been increased?	More parents can be appointed to building school councils. Districts are encouraged to develop ways to include community members in their planning processes. The state Department of Education is required to ask for public input on CIM, CAM standards prior to adoption.
Does the Educational Act decrease local school board authority?	No. Nothing in the act changes school board authority. The board is still accountable to the voters for budgeting and the district's educational program.

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1995 UPDATE

Oregon's Educational Act for the 21st Century

Questions? Call, write, fax or e-mail us:

21st
CENTURY SCHOOLS
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Questions and Answers

This summer, the legislature revised the Oregon Educational Act for the 21st Century. Here are the Oregon Department of Education's answers to some frequently asked questions about the revisions. We hope this information is helpful to you as you continue your school improvement efforts.

1. **How are House Bill 3565, the Oregon Educational Act for the 21st Century and House Bill 2991 related to each other?**

   A house bill is a proposed law. Once a bill is approved by the legislature and signed by the governor, it becomes a law. In 1991, House Bill 3565 was approved by the Oregon legislature, signed into law by Governor Roberts and titled the Oregon Educational Act for the 21st Century. In 1993, the Oregon legislature incorporated the Oregon Educational Act for the 21st Century and several other laws related to education into Chapter 329 of the Oregon Revised Statutes. The legislature then titled all of Chapter 329, the Oregon Educational Act for the 21st Century. During the 1995 legislative session, House Bill 2991 proposed revisions to the Oregon Educational Act for the 21st Century. The bill was approved by the legislature and signed into law by Governor Kitzhaber on July 18, 1995. These revisions are now part of the Oregon Educational Act for the 21st Century.

2. **In what fundamental ways did the 1995 revisions change the law? What is the same and what is different?**

Key Elements Remaining In Place	Key 1995 Changes
• Certificate of Initial Mastery • Certificate of Advanced Mastery • Performance assessment • Site-based decision making • Local control of curriculum • Work-related learning experiences • Alternative learning options • K-3 early childhood education improvement program	• Proficiency in mathematics, English, science, history, civics, geography, economics, arts and second language emphasized • Statewide assessments required for certificates of mastery • Site council configuration adjusted • Local control strengthened

See *Oregon's School Improvement: Moving Forward* (attached) for a more detailed description of the 1995 revisions.

3. **Will the Oregon Department of Education publish an explanation of the 1995 changes for the general public?**

   Yes. It is included with these materials. See *Oregon's School Improvement: Moving Forward* (attached). Schools are encouraged to copy and distribute this publication to parents and community members.

4. **What will happen with the Certificate of Initial Mastery outcomes?**

   The 1995 revisions require students to meet rigorous academic standards in English, mathematics, science, history, civics, geography, economics, arts and a second language. As the table below shows, many of the original outcome requirements are included within revised CIM requirements. Others no longer are state CIM requirements.

Original CIM Outcomes	Relationship to Revised CIM Requirements
Communicate	**English proficiency (including reading and writing) and speaking or signing required for CIM.**
Think	**Districts offer opportunities for students to demonstrate their ability to think.**
Understand Diversity	**No longer state CIM requirement. However, law states that public schools must provide educational background so students will function successfully in multicultural nation and world.**
Communicate in Second Language	**Second language required for CIM, based on local proficiency requirements**
Interpret Literature and Arts	**Arts required for CIM, based on local proficiency requirements.**
Apply Math and Science	**Separate mathematics and science proficiencies required for CIM.**
Quantify	**Mathematics proficiency required for CIM.**
Deliberate on Public Issues	**No longer state CIM requirement. History, economics, geography and civics proficiency required for CIM.**
Understand Positive Health Habits	**No longer state CIM requirement. However, local goals and instruction in health required for all students.**
Use Technology	**Districts offer opportunities for students to demonstrate ability to retrieve information and use technology.**
Self-Directed Learner	**Districts offer opportunities for students to demonstrate ability to work effectively as individuals.**
Collaborate	**Districts offer opportunities for students to demonstrate ability to work effectively as individuals in group settings.**

5. **Specifically, what do students need to do to get a diploma? To get a CIM? CAM?**

To earn a diploma, students must:

- Meet the graduation requirements established by the State Board of Education. Currently, these are "Unit of Credit" requirements outlined in OAR 581-22-316 which calls for a total of 22 units of credit in specific subject areas. These requirements will be reviewed and revised by the State Board of Education in 1995-96. The law also states that students must meet rigorous academic standards.

- By 2001-2002, complete two years of second language instruction and demonstrate proficiency at a level determined by the local school board. Local school boards may establish criteria to waive the second language requirement for individual students.

To earn a CIM, students must:

- Demonstrate proficiency based on rigorous academic content and performance standards set by the State Board of Education in English, mathematics, science, history, civics, geography and economics.

- Demonstrate proficiency in the arts and a second language based on state content standards, local performance standards and local assessment.

- Be offered opportunities to demonstrate their abilities to learn, think, retrieve information, use technology, work effectively as individuals and as individuals in group settings.

To earn a CAM with endorsements, students must:

- Complete a program that combines a broad range of high quality work-related learning experiences and academic study. The program must include a comprehensive educational component that meets rigorous academic standards.

- Complete requirements of career endorsement(s) areas of study. Career endorsement areas of study are focus areas which inform students about future choices. They include a structured series of real or simulated activities that, in combination with rigorous academic studies, will prepare students for further education, lifelong learning and employment.

- Complete a program that meets Certificate of Advanced Mastery standards to be established by the State Board of Education.

6. **Generally, what will the state do and what will local districts do to implement the Certificate of Initial Mastery requirements?**

   The state will develop content and performance standards in mathematics, science, English, history, geography, economics and civics. The state also will develop content standards in second languages and the arts but, based on legislative directives, it will not develop performance standards in those two areas.

   The state will develop statewide assessments in mathematics, science, English, history, geography, economics and civics. The statewide assessments will be criterion-referenced and will include content-based and performance-based test items. Currently, the state does not plan to develop statewide assessments in second languages and the arts.

   In addition to developing state content standards, performance standards, and statewide assessments, the state will regularly review and revise the Common Curriculum Goals and Essential Learning Skills to help districts develop comprehensive educational programs. The 36 content goals in the 1994 Curriculum Content Framework will provide the framework for revising the Common Curriculum Goals.

   Districts will develop their own performance standards and assessments for second languages and the arts. Districts also will offer students opportunities to demonstrate their abilities to learn, think, retrieve information, use technology, work effectively as individuals and as individuals in group settings. There are no state assessment requirements in these areas.

7. **When will the state provide content standards, performance standards, scoring guides and certificate requirements?**

   In August 1995, the Department of Education mailed to all schools and districts draft content standards and benchmarks in English (including reading, writing and speaking), mathematics, science, history, geography, civics and economics.

   In October 1995, the Department will mail to all schools and districts:

   - Draft content benchmarks in second languages and the arts;
   - Draft performance standards in English, mathematics and science;
   - Scoring guides in English, mathematics and science; and
   - Certificate requirements in English, mathematics and science.

   In February 1996 the Department will provide draft performance standards in the social sciences (history, geography, economics and civics).The Department will provide technical assistance and resources as requested by districts developing local standards or assessments in other areas.

8. What must districts do and by when?

Districts must be ready to provide opportunities for students to earn a Certificate of Initial Mastery by 1998-99. They must be ready to institute Certificate of Advanced mastery programs within two school years after the State Board of Education adopts certificate standards and rules. See the timelines included in *Oregon's School Improvement: Moving Forward* (attached) for more information.

9. What kind of assessments will be required to ensure that students have met the Certificate of Initial Mastery standards?

The Certificate of Initial Mastery will be based on a series of:

- Performance-based assessments, evaluating student ability to use knowledge and skills to create complex or multifaceted products or complete complex tasks;
- Content-based assessments, evaluating student understanding of essential knowledge and skills;
- Criterion-referenced statewide assessments in mathematics, science, English, history, geography, economics and civics based on state content and performance standards in those areas; and
- Local assessments in second languages and the arts, based on state content standards and local performance standards.

These assessments will be benchmarked to mastery levels at approximately grades 3, 5, 8 and 10.

10. How much classroom time will the state assessments take?

From the current statewide assessments, we estimate:

Reading	1 hour
Writing	3 hours
Mathematics	2 to 3 hours
Science	2 to 3 hours
Social Sciences	2 to 3 hours

In 1995-96, there will be statewide assessments in writing at grades 3, 8 and 10 and in reading and mathematics at grades 3, 5, 8 and 10. See pages 6-7 in *Oregon's School Improvement: Moving Forward* (attached). State assessments will provide information on student achievement and progress and should reduce the need for districts to purchase additional tests to secure such data.

11. How will the progress of students with disabilities be assessed?

Students with disabilities will be included in statewide and local assessments, through use of appropriate accommodations.

12. What about students who do not meet or who exceed the standards?

The law requires districts to make available additional services, alternative learning options or public school choice to a student who does not meet or who exceeds all of the standards at grades 3, 5, 8 and 10. If, a year later, the student still does not meet or continues to exceed all of the standards, the district and parents will consider alternative learning options or other public school placements.

By June 1996, the State Board of Education will define another type of certificate for students who, with support, do not achieve a CIM.

13. How do all the school improvement changes we've done so far now fit into Oregon's school improvement program?

Effective strategies always fit. If your school or district has found something that improves the educational achievement of students it should be continued.

14. Is the work we have done on portfolios still of value?

Yes. Although the law does not require that schools maintain portfolios, schools may choose to build on any previous portfolio work they have done. Section 23(2) of H.B. 2991 states:

> *The assessment methods shall include work samples and tests and may include portfolios....Students shall be allowed to collect credentials over a period of years, culminating in a project or exhibition that demonstrates attainment of the required knowledge and skills that have been measured by a variety of valid assessment methods.*

15. Is the work we have done on integrated instruction still of value?

Yes. The law states that local school districts control course content, format, materials and teaching methods. Schools are encouraged to use best practices research to help students reach rigorous academic standards. This may include the use of successful integration models.

16. Are there consequences if schools don't meet state requirements?

Yes. The Department will visit districts once every three years, or more often if complaints arise, to evaluate district effectiveness. Section 47a(2) of H.B. 2991 states:

> *If any deficiencies are not corrected before the beginning of the school year next following the date of the finding of deficiency and if an extension has not been granted..., the Superintendent of Public Instruction may withhold portions of State School Fund moneys otherwise allocated to the district for operating expenses until such deficiencies are corrected unless the withholding would create an undue hardship....*

17. Do we have to have a site council? What changes are required?

Site councils are required in all schools by September 1995. The 1995 revisions to the law make it clear that council duties and functions do not interfere with the duties, responsibilities or rights of locally elected school boards. In addition, the following changes were made:

- Unless the local school board designates otherwise, the council composition is:
    - Not more than half the council may be teachers.
    - Not more than half the council may be parents of students attending the school.
    - The membership requirement of at least one classified employee and the principal or principal's designee continues.
- The local school board may alter the above council composition requirements if the needs of the school so require. The decision to change the composition of the school council is a local school board decision, not an administrative decision.
- Teacher representatives are elected by teachers at the school. Classified employees are elected by classified employees at the school. Parents are selected by parents of students attending the school.
- Council duties include developing professional development plans, improving the school's instructional program, developing and coordinating school improvement plans and administering professional development grants-in-aid.

By October 1995, the Oregon School Boards Association and Confederation of Oregon School Administrators will have available a joint paper with tips for transitioning to the new site council composition requirements.

18. What technical assistance is available?

See page 10 for names and phone numbers of Department staff who are regional contacts.

19. May districts apply for waivers and extensions of the law's requirements?

Yes. School districts may apply to the State Board of Education for waivers or extensions of the timelines in Oregon's Educational Act for the 21st Century. Requests must:

- State the reasons the district needs the waiver or extension;
- Include a written plan detailing steps for full implementation of the programs that are the subject of the request; and
- Describe methods to measure the district's progress toward implementation.

The State Board of Education will grant the request if it finds the district has good cause to make the request and the district's written plan is likely to achieve implementation within the extra time requested. Waivers or extensions cannot exceed two years.

20. I don't understand some of these answers. I have more questions. Where do I go from here?

Please see the glossary on page 9 for definitions of certain terms.

For technical assistance, call your regional Department contact. See page 10 for names and phone numbers.

Glossary

Curriculum Content Framework

The 36 content goals in this 1994 document will provide the framework for revising the Common Curriculum Goals.

Common Curriculum Goals

The knowledge and skills that describe comprehensive K-12 curriculum, including Essential Learning Skills and Content Standards.

Content Standards

Required student knowledge and skills. Content standards are being developed in English, mathematics, science, history, geography, economics, civics, second languages and the arts. English includes reading and writing. The arts include literary, performing and visual arts. Second languages include any foreign language or American Sign Language. Content standards answer the question, "What must a student know and be able to do?"

Performance Standards

Required qualities or characteristics that students must demonstrate in their work. Performance standards answer the question, "How well must a student perform to meet the requirements?"

Benchmark

A point of reference from which student achievement may be measured. A benchmark indicates the expectations and requirements at a given point in time. Oregon's benchmarks will be at grades 3, 5, 8, 10 and 12.

Scoring Guide

A scale used to judge the quality of student performance.

Criterion-referenced Assessment

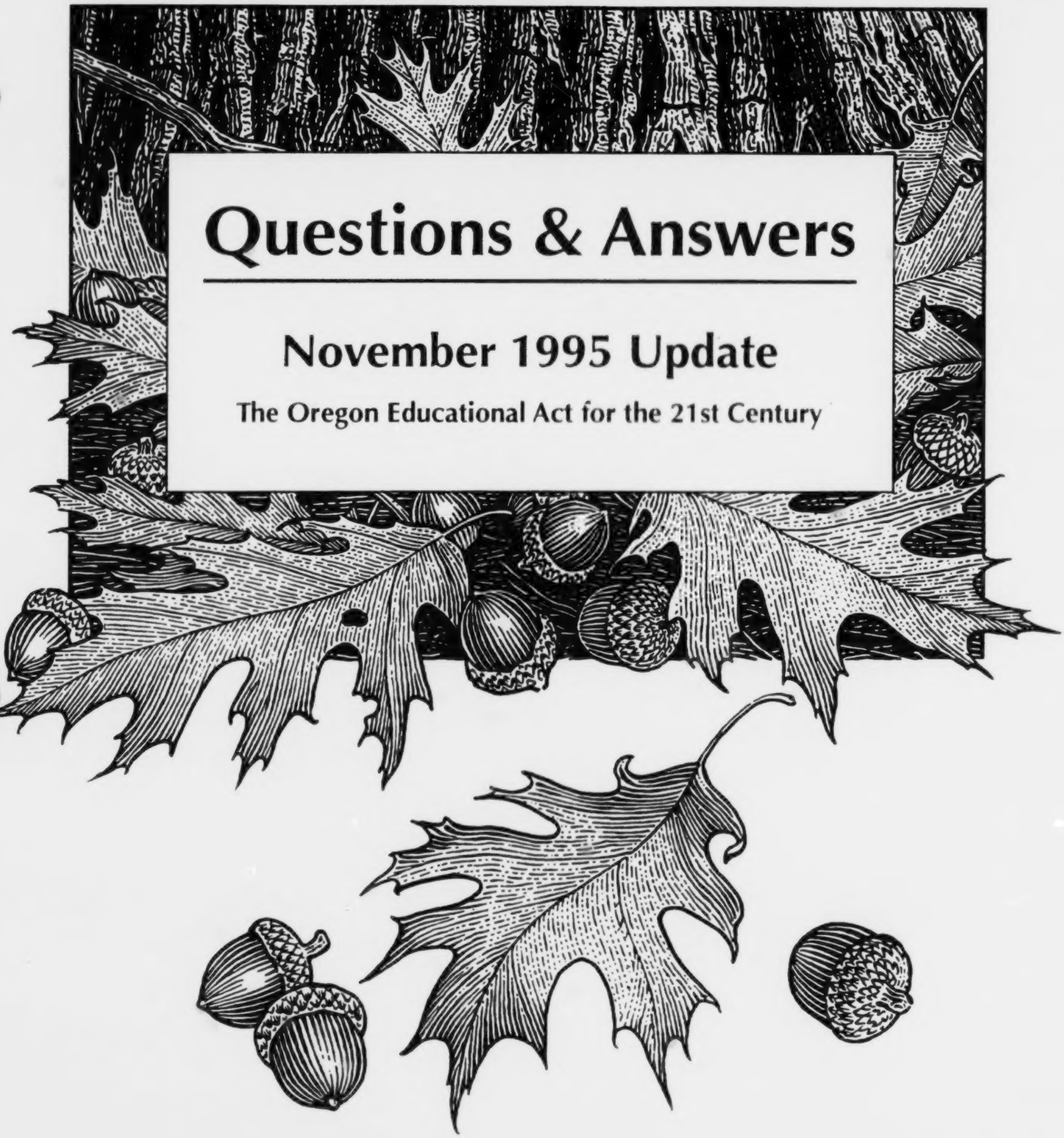
Evaluates student's knowledge and skills against predetermined standards.

Content-based Assessment

Evaluates a student's understanding of a predetermined body of knowledge and skills.

Performance-based Assessment

Evaluates a student's ability to use knowledge and skills to create a complex or multifaceted product, or to complete a complex task.



Questions & Answers

November 1995 Update

The Oregon Educational Act for the 21st Century

Questions? Call, write, fax or e-mail us:

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255 Capitol Street NE
Salem, Oregon 97310-0203

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  Evolution of Curriculum and Assessment System in Oregon

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  Certificate of Initial Mastery System

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QUESTIONS AND ANSWERS

This is the second question and answer document related to school improvement published by the Oregon Department of Education since the amendment of the Oregon Educational Act in June 1995. The first question and answer document was sent to every school building and school district office in Oregon as well as to Educational Service Districts and various community and parent groups in August of 1995. That document responded to questions frequently received by the Department from schools, parents, and the public regarding legislative revisions.

The present document responds to many of the questions received by the Department since our August publication. You can expect further clarifying documents from us as development and implementation work continues.

The Most Frequent Question!

The question most commonly asked about Oregon's Educational Act for the 21st Century is: "What do school districts need to do to meet the Certificate of Initial Mastery requirements of Oregon's Educational Act for the 21st Century?"

School districts must offer a Certificate of Initial Mastery to all students no later than the 1998-99 school year. In order to offer a Certificate of Initial Mastery to eligible students in 1998-99, school districts will need to do the following:

- Align district **curriculum** with state content standards and state Common Curriculum Goals.
- Develop the capacity to do local performance **assessment,** including the collection of student work samples, at grades 3, 5, 8, and 10. Teachers will need training in how to conduct valid, reliable assessments including the scoring of student work samples using state scoring guides.
- Develop **record keeping** procedures which allow for the collection of student work samples and student achievement data in order that sound decisions can be made about student progress and eligibility for the CIM.
- Develop systems and strategies which provide **supports and alternatives** for students having difficulty making progress toward CIM benchmark standards and for students exceeding CIM benchmark standards.

- Develop **district improvement plans** (by July 1997) which reflect actions the district will take to provide opportunities for students to meet CIM requirements, achieve local efficiencies, provide a safe educational environment, and address short and long-term staff development goals.

The Second Most Frequent Question!

It is clear that it may be a while before all of the pieces required by the Oregon Educational Act for the 21st Century are available. How can schools plan if all the pieces are not developed yet?

The process to develop all these pieces involves public meetings, public hearings, and review and adoption by the State Board of Education. This process is designed to ensure that all citizens and educators have an opportunity to comment and that the law is implemented as intended by the elected representatives of citizens of this state. We hope you will recognize the importance of ensuring a fair and open public process.

Despite the fact that all components are not yet in place at the state level, school districts can move ahead immediately with planning and implementation of many elements of the Oregon Educational Act for the 21st Century. The following list describes just a few of the many planning and implementation activities underway in many Oregon school districts:

- Involvement of parents, school staff, and community in goal setting, planning for school improvement, and development of district improvement plans.

- Establishment of clear district goals for improving student achievement based on student achievement data and research.

- Training of site councils in collaborative decision making and school improvement.

- Staff training in combined content and performance assessment.

- Research and training in sound instructional practices which lead to improved student achievement.

- Development of local, service learning and work-related learning experiences for students.

Curriculum and Assessment

1. **What is the relationship between the content standards, performance standards, Common Curriculum Goals, Essential Learning Skills, and Curriculum Content Framework? (See Appendix A)**

The **content standards** describe the knowledge and skills students must understand and apply in English, mathematics, science, history, geography, civics, economics, the arts, and second languages in order to receive the Certificates of Initial and Advanced Mastery. They will be the core elements of the school curriculum and as such, will be central to teaching and learning at every level. However, while they are core components of the curriculum, they do not describe the entire curriculum.

The **performance standards** answer the question, "How well must a student perform to meet the requirements?" They define the requirements that students must demonstrate in their work.

In addition to developing content standards, the law calls for the state to revise the **Common Curriculum Goals**. As the Common Curriculum Goals are revised they will describe a comprehensive K-12 curriculum including the content standards, Essential Learning Skills, and curriculum goals in health, physical education, and other areas of importance.

The **Curriculum Content Framework** contains 36 content goals adopted by the State Board of Education in March 1994. The Curriculum Content Framework will serve as a framework for revising the Common Curriculum Goals.

2. **What is the process and timeline for public review and comment regarding the Content Standards? When can we expect final versions of the Content Standards?**

The Oregon Department of Education is developing content standards in English, mathematics, science, history, geography, civics, economics, the arts, and second languages.

By early December, the Oregon Department of Education will mail to all schools and districts for distribution to all teachers, administrators, and communities, newspapers containing proposed content standards. We welcome comments on these proposed content standards until January 15, 1996. We will revise the proposed content standards, based on the comments we receive. We anticipate content standards will be submitted to the State Board of Education for adoption in April 1996 and mailed to schools in May 1996.

We expect the State Board of Education to adopt performance standards in English and mathematics in April 1996 and in science, history, geography, civics, and economics in September 1996. We will mail the first set of adopted performance standards to schools in May 1996 and the second set in October 1996.

3. **What is the process and timeline for revision of the Common Curriculum Goals? When can we expect a final version of the Common Curriculum Goals?**

The Department will begin revising the Common Curriculum Goals in November 1995. The revised Common Curriculum Goals will describe a comprehensive K-12 curriculum. Draft revisions will be available in May 1996. They will be aligned with Oregon State System of Higher Education (OSSHE) Proficiency-based Admission Standards and Office of Community Colleges Services (OCCS) program entrance standards work in the summer of 1996 and a final version proposed for adoption by the State Board in September 1996.

4. **The content standards are organized by subject area. Is it possible and/or acceptable to integrate subject areas?**

Yes. Even though the content standards are organized by subject area, it is acceptable, and may even be critically important to integrate subject areas where appropriate and relevant to improve student achievement and understanding of the content.

5. **What is the relationship between the content standards and the performance standards?**

The content standards describe the knowledge and skills students must demonstrate to achieve the Certificate of Initial Mastery.

The performance standards define the test scores, and work sample criteria such as scores and number of samples students must produce to achieve the Certificate of Initial Mastery.

For example, students will take a state assessment in mathematics. The state assessment will be based on the state content standards in mathematics. Students will be required to achieve a certain score on the state assessment to be eligible for the Certificate of Initial Mastery. That required test score is the performance standard for statewide assessment in mathematics.

6. **Statewide assessment results will be essential in determining whether or not a student receives a Certificate of Initial Mastery. When will the statewide assessments occur?**

Statewide assessment at grades 3, 5, 8, and 10 will be phased in according to the following timetable:

1995-96 school year	*Statewide mathematics, reading, writing assessments*
1996-97 school year	*Statewide mathematics, reading, writing, and English assessments*
1997-98 school year	*Statewide mathematics, reading, writing, English, and science assessments*
1998-99 school year	*Statewide mathematics, reading, writing, English, science, history, geography, economics, and civics assessments*

7. **Will there be two state assessment systems--one for content and one for application? (See Appendix B)**

No. There will be only one state assessment system, which will include content and performance assessment items. A single set of performance standards will be used to define how well students must perform on both the content and performance assessments.

8. **How much of the state assessment will be content assessment and how much will be performance assessment?**

The amount of time students spend on content and performance assessment items will be divided roughly in half. The balance may vary somewhat, depending on the subject area and the type of performance.

9. **If state assessments are both content and performance based, what role will districts play in assessment?**

Districts will be expected to provide opportunities for students to create work samples demonstrating their knowledge and skills and their ability to apply what they know. Districts will use these work samples, any other local tests (content and/or performance based), and state assessments to determine student progress toward the Certificate of Initial Mastery.

10. Will we use scoring guides to evaluate student work for the CIM?

Yes. The Department will develop scoring guides in English (including reading, writing and speaking), mathematics, science, history, geography, civics and economics. Students will be required to complete work samples and teachers will score those work samples using the state scoring guides.

11. What kind of documentation will be required regarding the "opportunity to demonstrate" skills required for the Certificate of Initial Mastery?

Districts are required to offer students opportunities to demonstrate the ability to learn, think, retrieve information, use technology, work effectively as an individual and work as an individual in a group setting. The State Board of Education will establish criteria regarding the "opportunity to demonstrate" skills required for the Certificate of Initial Mastery. Rules for these skills should be established by May 1996.

12. If a third grade student produces work which achieves high scores (scores of fives or sixes) on all the scoring guides at the third grade benchmark and does well on the statewide assessments, is that an indication that the student is eligible for the Certificate of Initial Mastery?

No. Achieving the standards on the third grade benchmarks indicates that the student is on track for third grade. However, a student must achieve all of the standards on the 10th grade benchmarks to receive the Certificate of Initial Mastery. The standards in the higher grades reflect more advanced learning.

Supports and Alternatives

1. The law states that if a student has not met or has exceeded all of the standards at grades 3, 5, 8, and 10 the school district shall make additional services or alternative educational or public school options available to the student. How are we to interpret this statement? Does this mean that students qualify for such services only if they fail to meet every standard, or does it mean that they qualify if they fail to meet any one of the standards? Likewise, must a student exceed each and every standard before qualifying for additional services or is a student eligible if any of the standards are exceeded?

Students qualify for additional services or alternative educational or public school options if they do not meet one or more of the standards at grades 3, 5, 8, and 10.

Students also qualify for additional services or alternative educational or public school options if they exceed all (each and every one) of the standards at grades 3, 5, 8, and 10. Schools may elect to provide additional services to those students who exceed only some of the standards but the law requires that additional services and options be provided to those students who exceed all of the standards.

2. **The law states that the State Board of Education will establish a certificate for students who, with additional services and accommodations, do not meet the Certificate of Initial Mastery standards. What is the process and timeline for creating this alternate certificate?**

The State Board of Education is scheduled to establish guidelines and rules for this certificate by June 1996.

Certificate of Advanced Mastery

1. **What will students be expected to do to earn a Certificate of Advanced Mastery?**

In order to receive a Certificate of Advanced Mastery, a student must complete a program that combines rigorous academic study with a broad range of high quality work-related learning experiences.

Standards for the Certificate of Advanced Mastery have not yet been established by the State Board of Education.

2. **What kind of assessments will be used to determine a student's eligibility for the Certificate of Advanced Mastery?**

This has not been determined. The legislature called for the Certificate of Advanced Mastery assessments to be based on academic content and required both content and performance-based assessments.

3. **Are all schools expected to offer programs in ALL endorsement areas?**

This question is being carefully reviewed by both the Oregon Department of Education and the State Board of Education. We hope to have an answer that is equitable and applicable in all Oregon school districts by March 1996.

4. **One of the roles of the State Board of Education is to plan, develop, and then implement the CAM. In addition, the legislature urged local control. How do these two go together?**

The state will set some state standards for CAM content and performance. At the local level, however, delivery strategies and local requirements will be determined. In addition, local businesses and communities will work with schools and districts to provide opportunities for quality work-related learning.

5. **How will Community Colleges and high schools coordinate so there is not an overlap? What role(s) do you envision for the Community Colleges on the CAM?**

Both must work together through all stages of CAM development. Information sharing, building a shared vision, clarifying roles, articulating classes and programs, seeking funding and recruiting the business community provide opportunities to build collaborative relationships that will support student learning at all levels.

6. **The CIM and CAM seem to be changing and adjusting. Some of what people have worked on is no longer in place. How can we be assured that "This is it" and not "This too will pass"?**

As all aspects of CIM and CAM are defined and approved by both the State Board of Education and the legislature, we expect changes and improvements based on research and our own experience. Our work informs our next steps in a continuous improvement process.

Diploma

1. **I know diplomas will still be offered to students. Will the requirements for diplomas change?**

The State Board of Education is expected to consider the requirements for diplomas in the Spring of 1996.

2. **How are the Certificates of Initial and Advanced Mastery related to the diploma?**

The Certificates of Initial and Advanced Mastery are based on proficiency in identified areas. Current state graduation requirements (for a diploma) are based on 22 units of credit with a unit of credit defined as successful completion of classroom or equivalent work in a course of at least 130 clock hours. The

State Board of Education is currently reviewing the relationship between certificates and the diploma.

Higher Education

1. What will be the expectation of higher education regarding transcripts?

For the next several years, schools will continue to provide transcripts of courses taken and grades received just as they always have. However, the Oregon System of Higher Education (OSSHE) currently has a five year policy/plan to gradually transition to an admissions system based on evidence of student proficiency in specific academic knowledge and skill areas rather than on credit hours. Over that five year period, OSSHE will develop and disseminate to Oregon schools the transcript prototypes and tools necessary for admitting students to higher education under this new system.

OSSHE's proficiency-based system will require that students demonstrate proficiency on a series of assessment tasks in mathematics, science, social sciences, foreign languages, humanities/literature, and fine and performing arts. The Oregon Department of Education is working closely with OSSHE to ensure compatibility between CIM and CAM requirements and the proficiency requirements of higher education in Oregon.

School and District Improvement Planning

1. Are all public school districts required to submit a District Improvement Plan? When is it due?

All public school districts are required to submit a District Improvement Plan by July 1997. The State Board of Education will further outline requirements over the next few months. Drafts of the required components for the for the District Improvement Plans will be out for review and comment by January 1996.

2. How often must schools and districts review their improvement plans?

The law outlines a continuous school improvement planning process. Every two years, schools and districts must conduct self-evaluations and update their district improvement plans.

3. How are consolidated plans, Certificate of Initial Mastery plans and district improvement plans related to each other?

In the past, federal law required districts to submit individual plans to receive federal funds under each title program of the former Elementary and Secondary

Education Act. Passage of the 1994 Improving America's Schools Act changed that. Now, districts will consolidate their plans for Title IA, IC, ID, IIB and VI funds into one plan.

In January 1995, every district submitted a CIM Plan, their first plan to the Department, describing how curriculum and other programs would lead students to the Certificate of Initial Mastery.

The legislature required the inclusion of three additional areas in the July 1997 plan:

1) plans for local efficiencies and efforts to make better use of resources, e.g., magnet schools, energy programs, public and private resources, staffing, and other economies;
2) programs and policies to achieve a safe, educational environment; and
3) plans for short-term and long-term staff development.

The consolidated plans and CIM plans will be combined and improved to form comprehensive district improvement plans, due to the Department by July 1, 1997.

4. Do both schools and districts need to do improvement plans, or just districts?

The Oregon Educational Act requires both schools and districts to do self-evaluations and goal-setting with public involvement. While both school and districts must update school and district improvement plans on a biennial basis and make them available to the public, only district improvement plans will be submitted to the state by July 1997.

If you have questions or need more information, please call your regional contact. (See Appendix C)

Evolution of Curriculum and Assessment System in Oregon

Phase I
1987-91

- Common Curriculum Goals & Essential Learning Skills

Phase II
1991-95

- Curriculum Content Framework
- Certificate of Initial Mastery Outcomes
- Certificate of Initial Mastery Performance Standards

Phase III
1995

- Revised Common Curriculum Goals
  - Essential Learning Skills
  - Content/Performance Standards
  - "Opportunity to Demonstrate" Skills

Appendix A

Certificate of Initial Mastery System

1995 Oregon Educational Act for the 21st Century

Curriculum and Instruction	Assessment	Performance Standards
Answers... *"What will students be taught as part of a comprehensive educational program?"*	Answers... *"How will we know whether students have learned the required knowledge and skills?"*	Answers... *How well must students perform on CIM assessments to achieve the CIM?"*
Local Districts • Set local curriculum goals and standards as deemed necessary by district • Offer opportunities for students to demonstrate ability to learn, think, retrieve information, use technology, work effectively as individuals, and as individuals in groups	Local Districts • Use student work samples to assess state Content Standards in English, mathematics, science, history, geography, civics, and economics • Use local tests and student work samples to assess state Content Standards in the arts and second languages • Use additional assessments as deemed necessary by district	Local Districts • Set performance standards in arts and second languages • Set additional performance standards as determined important by district and local community
State Common Curriculum Goals • Describe comprehensive K-12 curriculum • Based on Curriculum Content Framework • Include Essential Learning Skills, Content Standards, and other curriculum goals	Statewide Assessment • Assess state Content Standards in English, mathematics, science, history, geography, civics and economics • Grades 3, 5, 8, and 10 • Criterion-referenced • Content and performance-based	State Performance Standards • In English, mathematics, science, history, geography, civics, and economics • Describe required qualities of student work samples • Set required scores on tests and student work samples • Specify required number and type of student work samples

Regional Contacts

For assistance regarding the Certificate of Initial Mastery, school improvement visits or other general technical assistance, please call your regional contact at (503) 378-8004. During the school year, your regional contact will send you updated information and notify you of upcoming trainings in your area.

Counties	Regional Contact
Crook, Deschutes, Jefferson	Amy Alday-Murray ext. 231
Baker, Grant, Harney, Malheur, Union, Wallowa	Kelvin Webster ext. 262
Clatsop, Columbia, Tillamook, Washington	Rex Crouse ext. 261
Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	Cathy Brown ext. 225
Benton, Lincoln, Linn, Marion, Polk, Yamhill	Dawn Billings ext. 288
Clackamas, Multnomah	Mary Jean Katz ext. 232
Jackson, Josephine, Klamath, Lake	Scott Perry ext. 263
Coos, Curry, Douglas, Lane	Ray Lindley ext. 258

Certificate of Advanced Mastery

For assistance regarding the Certificate of Advanced Mastery, please call Office of Professional Technical Education at (503) 378-3584.

Arts and Communications

The Arts and Communications Certificate of Advanced Mastery Curriculum Framework was not available as this notebook's material was in final printing in November, 1995.

A printed copy of the Arts and Communications material will be mailed to each high school principal who received this notebook.

If this notebook is now in your possession, please give us your delivery details so that we can mail the printed Arts and Communications materials directly to you.

You can also use disk 4 to load the CAM InfoNet software on a computer. Then, check the CAM InfoNet. Please see the next page for CAM InfoNet details.

Please complete the lower portion of this sheet and FAX the entire page to (541) 888-7601. A cover sheet is not needed.

If you prefer to mail a copy of this page, please use this address:

Southwestern Oregon Community College
Bill DeBoard, distribution coordinator
1988 Newmark Avenue
Coos Bay, OR 97420

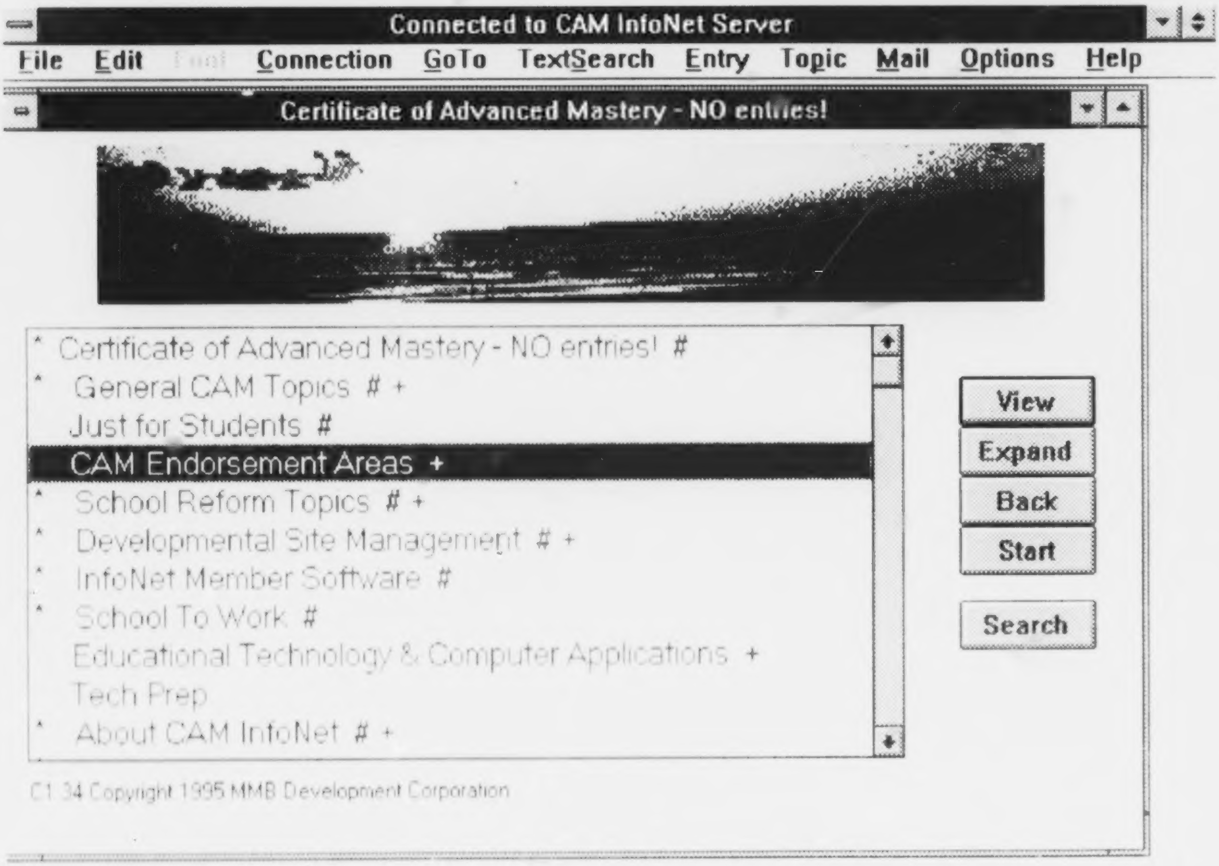
Please mail the Arts and Communications Certificate of Advanced Mastery Curriculum Framework to me:

School name: ______________________________

Your name: ______________________________

Street address: ______________________________

City: ____________________ State: _____ ZIP: __________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* Certificate of Advanced Mastery - NO entries! #
* General CAM Topics # +
Just for Students #
CAM Endorsement Areas +
* School Reform Topics # +
* Developmental Site Management # +
* InfoNet Member Software #
* School To Work #
Educational Technology & Computer Applications +
Tech Prep
* About CAM InfoNet # +
View
Expand
Back
Start
Search
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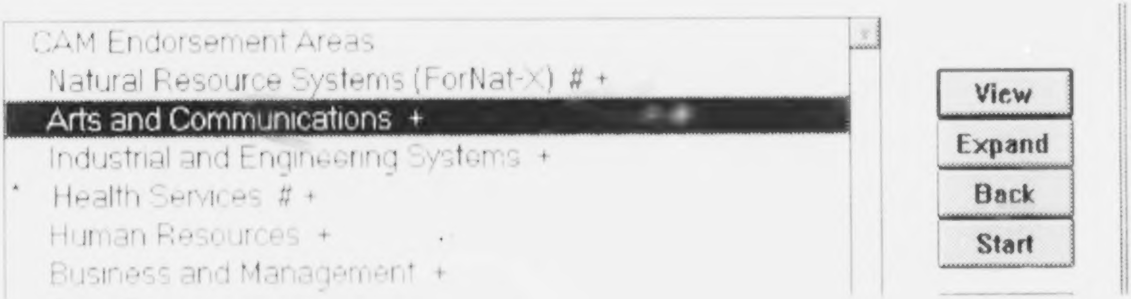
The upper half of this page shows the first screen of the CAM InfoNet with the CAM Endorsement Areas selected. After clicking **View**, the lower half of this page displays the next screen which shows the individual CAM areas with Arts and Communications selected. One more click of **View** will display the Statewide Curriculum Project heading that will contain the project's text in IBM-compatible Word Perfect 5.1 format. If you have any questions, please call Bill DeBoard at (541) 888-7271.


CAM Endorsement Areas
Natural Resource Systems (ForNat-X) # +
Arts and Communications +
Industrial and Engineering Systems +
* Health Services # +
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Business and Management +
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Business and Management

SETTING PROFICIENCY STANDARDS

RESULTS OF THE PROCESSES USED BY THE BUSINESS AND MANAGEMENT CERTIFICATE OF ADVANCED MASTERY CURRICULUM DEVELOPMENT PROJECT

Final Report

Prepared by

Vickie Lynn Schray

Statewide Project Director and
Director of Work and Educational Opportunity,
Mt. Hood Community College
26000 SE Stark Street
Gresham, OR 97030

August 31, 1995

Setting Proficiency Standards
Results of Processes Used by the Oregon Business and Management
Certificate of Advanced Mastery Curriculum Development Project

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CROSSWALK BETWEEN NATIONAL RETAIL STANDARDS FOR PROFESSIONAL SALES ASSOCIATE AND THE PROPOSED BUSINESS AND MANAGEMENT CAM PROFICIENCY STANDARDS

Professional Sales Associate Standards		Proposed CAM Proficiency Standards	
Module 1: Provide Personalized Customer Service			
1.1	Initiate Customer Contact		
1.1.1	Determine customer's needs by listening and asking questions	4.1	Listen attentively and summarize content, factual data and intent
		4.2	Assure comprehension through questions, paraphrase
1.1.2	Make shopping experience enjoyable for customer		
1.1.3	Give customer appropriate greeting	2.11	Interact courteously with clients, staff and business associates
1.1.4	Direct customer to additional services such as delivery, alterations, gift wrapping	7.4	Promote consumer advantages to customers
1.1.5	Refer customer to another department/store	7.1	Identify specific audiences and potential clients for promoted company products or services
1.2	Build Customer Relations		
1.2.1	Follow through on commitments made to customers	9.1	Define areas of responsibility
1.2.2	Respond to personal needs of customers	8.10	*Interact* with co-workers *respectfully and congenially*
1.2.3	Honor manufacturers' warranties	10.2	Understand and comply with ethical principles in business management and operations
1.2.4	Adhere to company's return policy	10.2	Understand and comply with ethical principles in business management and operations
1.2.5	Handle customer complaints	8.5	Negotiate with others to reach consensus
1.2.6	Balance responsive phone service with in-store service	8.9	Make independent decisions when appropriate
1.2.7	Maintain key information on customers	5.1	Establish, *use* and maintain alpha/numeric and subject *filing systems*, with cross-reference listings, for the manual and electronic storage of business records and documents
1.2.8	Conduct customer follow-up		
1.2.9	Provide customer with personalized business card		

Professional Sales Associate Standards	Proposed CAM Proficiency Standards
1.2.10 Complete special orders	
1.2.11 Schedule personal appointment which shopper; select merchandise in advance	
Module 2: Sell and Promote Products	
2.1 Determine Customer Needs	
2.1.1 Listen and ask open-ended questions	4.1 Listen attentively and summarize content, factual data and intent
2.1.2 Acquire and apply product knowledge company products or services	7.1 Identify specific audience and potential clients for promoted
2.1.3 Request product feedback from customer	4.2 Assure comprehension through questions, paraphrase
2.1.4 Handle customer objections	8.6 Identify problems and collaborate with others to determine solutions
2.1.5 Verify product is appropriate for customer use	7.4 Promote consumer advantages to customers
	4.2 Assure comprehension through questions, paraphrase
2.1.6 Sell customer additional or related merchandise	7.1 Identify specific audience and potential clients for promoted company products or services
2.1.7 Offer alternative sales options	7.1 Identify specific audience and potential clients for promoted company products or services
2.2 Build the Sale	
2.2.1 Motivate customer to return for future purchases	7.1 Identify specific audience and potential clients for promoted company products or services
2.2.2 Sell customer additional or related merchandise	7.1 Identify specific audience and potential clients for promoted company products or services
2.2.3 Review current advertising and promotions	7.2 Oversee and evaluate sales events for effective results
2.2.4 Test products to be displayed	7.5 Evaluate competition for advanced products and services
2.2.5 Handle customer returns, transform into new sale	
2.2.6 Initiate/create special promotions	7.2 Organize a publicity campaign to attract customers to sales events

Professional Sales Associate Standards	Proposed CAM Proficiency Standards
2.2.7 Convert phone calls into sales	7.1 Identify specific audience and potential clients for promoted company products or services
2.2.8 Encourage customer to open credit accounts and purchase gift certificates	7.1 Identify specific audience and potential clients for promoted company products or services 7.4 Promote consumer advantages to customers
2.3 Close the Sale	
2.3.1 Assist customer in making purchase decision	4.2 Assure comprehension through questions, paraphrase
2.3.2 Handle transactions and related paperwork	2.5 *Conduct business transactions* and perform banking services 2.8 Enter into contracts
2.3.3 Inform customer of return/exchange policy	
2.3.4 Encourage customer to open credit accounts and purchase gift certificates	7.1 Identify specific audience and potential clients for promoted company products or services 7.4 Promote consumer advantages to customers
2.3.5 Open, maintain, and close cash register	2.5 *Conduct business transactions* and perform banking services
2.3.6 Package merchandise properly	
2.3.7 Assure that shipping/mailings/deliveries are handled properly	
Module 3: Monitor Inventory	
3.1 Take Inventory	
3.1.1 Check in merchandise against paperwork	2.9 Manage capital, make investments and *maintain inventories*
3.1.2 Assure accurate pricing on merchandise	6.3 *Evaluate markets*, wholesale costs, *retail pricing*, inventory needs and profit margins
3.1.3 Review stock and re-stock as necessary	2.9 Manage capital, make investments and *maintain inventories*
3.1.3 Review stock and re-stock as necessary	9.6 Determine supply and service needs and costs
3.1.4 Locate merchandise through inventory system	5.1 Establish, *use* and maintain alpha/numeric and subject *filing systems*, with cross-reference listings, for the manual and electronic storage of business records and documents

Professional Sales Associate Standards	**Proposed CAM Proficiency Standards**
3.2 Transfer Inventory	
3.2.1 Prepare returned merchandise for resale	8.7 Organize work toward defined goals and objectives . 2.4 Maintain current business operating procedures
3.2.2 Return inventory to manufacturer/vendor	
3.2.3 Initiate and/or respond to requests for merchandise	7.6 Plan for and project competitive strategies for promotion of sales to identified bayers or users of services
3.2.4 Identify damaged items and handle appropriately	9.6 Determine supply and service needs and costs
3.2.5 Initiate repair order	
3.2.6 Complete special orders	
Module 4: Maintain Appearance of Department/Store	
4.1 Maintain Stock, Selling and Customer Services Area	
4.1.1 Organize and maintain supplies	9.6 Determine supply and service needs and costs 9.1 *Organize the work area* and personnel of a business office 9.5 *Select* office furniture, *equipment and accessories on the basis of* health factors, *environmental surroundings* and cost considerations
4.1.2 Organize stockroom and storage areas	9.1 *Organize the work area* and personnel of a business office
4.1.3 Clean selling and customer services areas	2.4 Maintain current business operating procedures
4.1.4 Report need for repairs or replacement	2.4 Maintain current business operating procedures
4.2 Maintain Product Presentation and Displays	
4.2.1 Arrange merchandise	
4.2.2 Relay feedback from customers on the effectiveness of display	7.3 Oversee and evaluate sales events for effective results

Professional Sales Associate Standards	Proposed CAM Proficiency Standards
4.2.3 Maintain displays following company's display guidelines	8.7 Organize work toward defined goals and objectives
4.2.4 Dismantle displays	2.4 Maintain current business operating procedures
Module 5: Protect Company Assets	
5.1 Identify and Prevent Loss	
5.1.1 Alert customer to your presence/availability	2.11 Interact courteously with clients, staff and business associates
	4.4 Speak clearly, purposefully and concisely
5.1.2 Attach and remove security devices	10.5 *Comply with* occupational health and *safety practices* and regulations
5.1.3 Account for items after customer use of dressing rooms	
5.1.4 Report stock shrinkage	6.3 *Evaluate* markets, wholesale costs, retail pricing, *inventory needs* and profit margins
5.1.5 Report security violations	10.5 *Comply with* occupational health and *safety practices* and regulations
5.1.6 Monitor floor merchandise	
5.1.7 Alert sales associates to suspicious customers	10.5 *Comply with* occupational health and *safety practices* and regulations
5.2 Follow Safety Procedures	
5.2.1 Report safety problems in the department/store	10.5 *Comply with* occupational health and *safety practice*s and regulations
5.2.2 Follow emergency procedures	10.3 Understand and comply with emergency procedures and regulations
5.2.3 Maintain accurate records	5.1 Establish, *use and maintain* alpha/numeric and subject *filing systems*, with cross-reference listings, for the manual and electronic storage of business records and documents
	5.2 *Maintain security of* confidential and classified *files*, and check out procedures for file material
	2.2 Maintain accounting and auditing systems

Professional Sales Associate Standards	**Proposed CAM Proficiency Standards**
Module 6: Work as Part of a Department/Store Team	
6.1 Support Co-workers	
6.1.1 Share ideas and information about selling, marketing, products, customers, feedback and loss control	8.1 Participate in team procedures
	8.3 *Facilitate cooperative efforts* with diverse groups
6.1.2 Attend store meetings and major events	8.2 Assume personal responsibility for team efforts
6.1.3 Assist/turn over sale to co-worker to better serve customer and	8.7 Recognize the relationship between the company's major strategic planning goals, specific objectives and implementation tactics
6.14 Assist with training and orientation of new employee	
6.1.5 Work out schedule conflicts with co-workers	8.5 Negotiate with others to reach consensus
6.2 Create Competitive Advantage	
6.2.1 Research the competition (products, prices and services)	7.5 Evaluate competition for advanced products and services
	6.4 *Identify market share, niche markets, growth potential,* investment and capital development needs
6.2.2 Provide manager and peers with feedback on competition	6.5 *Apply research methodologies, including* the definition of research parameters, methods of obtaining information, costs, analyses and *presentation of results* in visual and print formats
6.2.3 Track sales versus established standards	6.1 *Monitor, interpret and apply standard business* climate *indicatorss in terms of specific company goals and operations*
	6.2 Apply statistical methods to forecast production goals and requirements, *analyze variation in performance,* and support decision processes
6.2.4 Attend store meetings and major events	8.2 Assume personal responsibility for team efforts
6.2.5 Develop personal and professional goals	3.3 Advance in a business career through increased skill and experience
	3.4 Employ entrepreneurial skills to develop a career or business

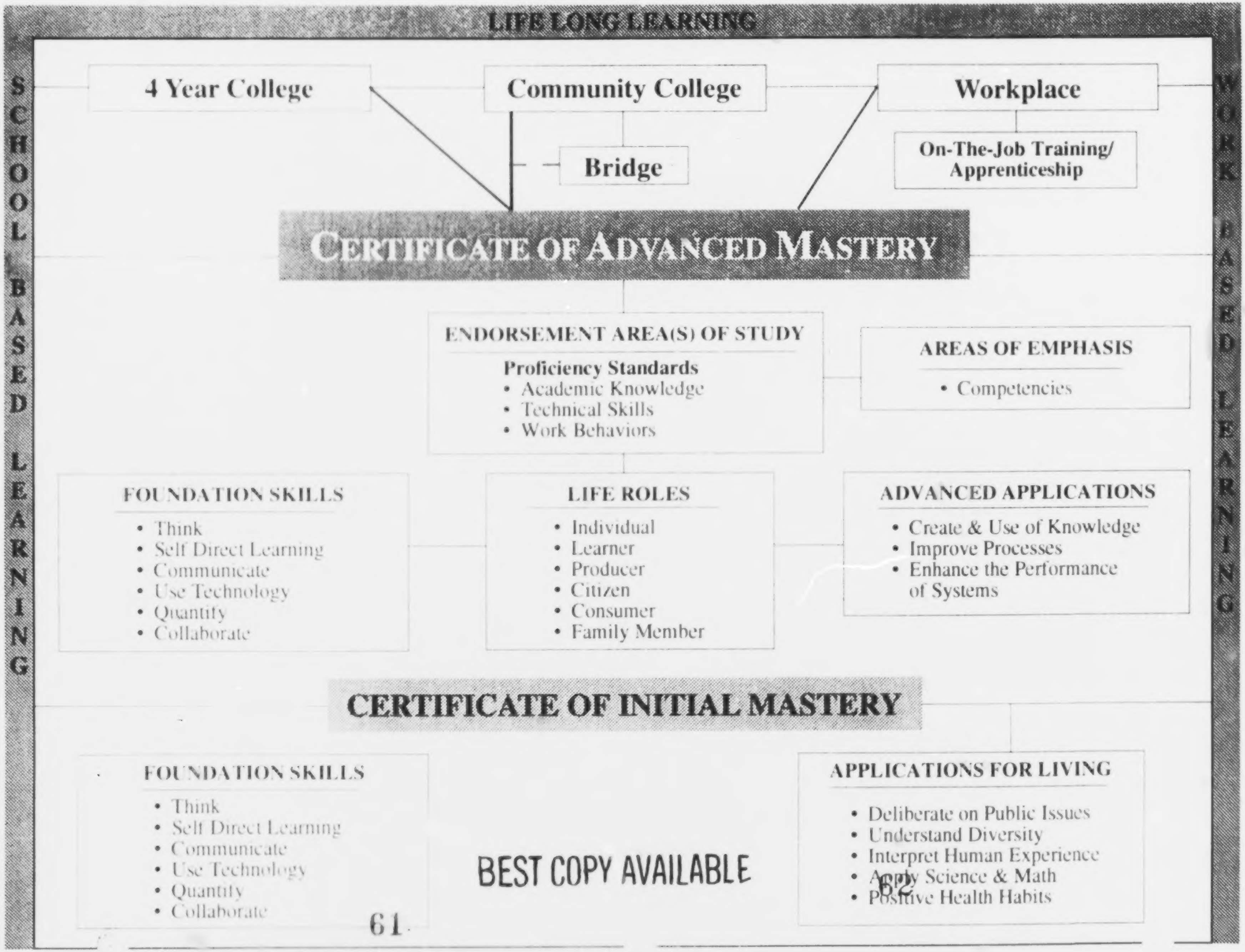
TALLY OF THE CROSSWALK BETWEEN NATIONAL RETAIL STANDARDS FOR PROFESSIONAL SALES ASSOCIATE AND THE PROPOSED BUSINESS AND MANAGEMENT CAM PROFICIENCY STANDARDS

Professional Sales Associate Standards	**Proposed CAM Proficiency Standards**	
Module 1: Provide Personalized Customer Service	Major CAM Category and Number of Times Referenced	
1.1 Initiate Customer Contact	2.Implement Standard Business Practices and Procedures	1
	4.Communicate Effectively in a Business Environment	2
	7.Promote Products and Services Convincingly	2
1.2 Build Customer Relations	5. Manage Business Record and Documents Efficiently	1
	8. Collaborate for Business Problem Solving and Strategic Planning	3
	9. Utilize Time, Personnel and Material Resources Pragmatically	1
	10. Understand and Comply with Legal, Health and Safety Regulations	2
Module 2: Sell and Promote Products		
2.1 Determine Customer Needs	4.Communicate Effectively in a Business Environment	3
	7.Promote Products and Services Convincingly	4
	8.Collaborate for Business Problem Solving and Strategic Planning	1
2.2 Build the Sale	7.Promote Products and Services Convincingly	8
2.3 Close the Sale	2.Implement Standard Business Practices and Procedures	3
	4.Communicate Effectively in a Business Environment	1
	7.Promote Products and Services Convincingly	2
Module 3: Monitor Inventory		
3.1 Take Inventory	2.Implement Standard Business Practices and Procedures	3
	5.Manage Business Record and Documents Efficiently	1
	6.Analyze and Interpret Business Trends and Operations	1
	9.Utilize Time, Personnel and Material Resources Pragmatically	1
3.2 Transfer Inventory	2.Implement Standard Business Practices and Procedures	1
	7.Promote Products and Services Convincingly	1
	8.Collaborate for Business Problem Solving and Strategic Planning	1
	9.Utilize Time, Personnel and Material Resources Pragmatically	1
Module 4: Maintain Appearance of Department/Store		
4.1 Maintain Stock, Selling and Customer Service Area	2.Implement Standard Business Practices and Procedures	2
	9.Utilize Time, Personnel and Material Resources Pragmatically	4

TALLY OF THE CROSSWALK BETWEEN NATIONAL RETAIL STANDARDS FOR PROFESSIONAL SALES ASSOCIATE AND THE PROPOSED BUSINESS AND MANAGEMENT PROFICIENCY STANDARDS

Professional Sales Associate Standards		Proposed CAM Proficiency Standards		
Module 4: (Continued)		Major CAM Category and Number of Times Referenced		
4.2	Initiate Customer Contact	2.	Implement Standard Business Practices and Procedures	1
		7.	Promote Products and Services Convincingly	1
		8.	Collaborate for Business Problem Solving and Strategic Planning	1
Module 5: Protect Company Assets				
5.1	Identify and Prevent Loss	2.	Implement Standard Business Practices and Procedures	1
		4.	Communicate Effectively in a Business Environment	1
		6.	Analyze and Interpret Business Trends and Operations	1
		10.	Understand and Comply with Legal, Health and Safety Regulations	3
5.2	Follow Safety Procedures	2.	Implement Standard Business Practices and Procedures	1
		5.	Manage Business Records and Documents Efficiently	2
		10.	Understand and Comply with Legal, Health and Safety Regulations	2
Module 6: Work as Part of a Department Store Team				
6.1	Support Co-workers	8.	Collaborate for Business Problem Solving and Strategic Planning	5
5.2	Create Competetive Advantage	3.	Develop Business Career and Potential	2
		6.	Analyze and Interpret Business Trends	4
		7.	Promote Products and Services Convincingly	1
		8.	Collaborate for Business Problem Solving and Strategic Planning	1
			Total References by Category:	
		1.	Understand and Apply Economic Principles	0
		2.	Implement Standard Business Practices and Procedures	13
		3.	Develop Business Career and Potential	2
		4.	Communicate Effectively in a Business Environment	7
		5.	Manage Business Record and Documents Efficiently	4
		6.	Analyze and Interpret Business Trends and Operations	6
		7.	Promote Products and Services Convincingly	22
		8.	Collaborate for Business Problem Solving and Strategic Planning	12
		9.	Utilize Time, Personnel and Material Resources Pragmatically	7
		10.	Understand & Comply with Legal, Health and Safety Regulations	7

CERTIFICATE OF ADVANCED MASTERY CONCEPTUAL FRAMEWORK



LIFE LONG LEARNING

SCHOOL BASED LEARNING

WORK BASED LEARNING

4 Year College

Community College

Bridge

Workplace

On-The-Job Training/ Apprenticeship

CERTIFICATE OF ADVANCED MASTERY

ENDORSEMENT AREA(S) OF STUDY

Proficiency Standards
- Academic Knowledge
- Technical Skills
- Work Behaviors

AREAS OF EMPHASIS
- Competencies

FOUNDATION SKILLS
- Think
- Self Direct Learning
- Communicate
- Use Technology
- Quantity
- Collaborate

LIFE ROLES
- Individual
- Learner
- Producer
- Citizen
- Consumer
- Family Member

ADVANCED APPLICATIONS
- Create & Use of Knowledge
- Improve Processes
- Enhance the Performance of Systems

CERTIFICATE OF INITIAL MASTERY

FOUNDATION SKILLS
- Think
- Self Direct Learning
- Communicate
- Use Technology
- Quantity
- Collaborate

APPLICATIONS FOR LIVING
- Deliberate on Public Issues
- Understand Diversity
- Interpret Human Experience
- Apply Science & Math
- Positive Health Habits

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COMMON CORE ELEMENTS OF THE CAM CURRICULUM FRAMEWORK: BUSINESS AND MANAGEMENT CAM PROFICIENCY STANDARDS AND OREGON DEPARTMENT OF EDUCATION OUTCOMES

ODE Outcomes	**Business & Management Proficiency Standards**
Foundation Skills	
Problem Solving	2.2 Making decisions based on company goals, policies and procedures
	2.5 Perform banking and bookkeeping functions
	2.8 Comprehend and evaluate basic contracts
	3.3 Employ skills to develop a career
	3.4 Prepare for advancement in a business career
	3.5 Understand business cultural diversities
	4.3 Comprehend, analyze, and interpret written text, tables, graphs and charts
	4.6 Transfer symbolic data into oral, written or graphic form
	4.7 Create or transcribe business documents directly into word processing, spreadsheet, database or graphic formats
	5.5 Utilize records, documents and other data to collect and evaluate statistics, trends, and business performance
	6.2 Monitor, interpret and apply standard business climate indicators in terms of specific company goals and operations
	6.3 Evaluate markets, wholesale costs, retail pricing, inventory needs, and profit margins
	6.4 Apply research methodologies to include a) the definition of research parameters, b) acquisition of relevant data, c) organization and analysis of data, and d) the presentation of data in visual and print formats
	6.5 Apply statistical methods to a) forecast production goals and requirements, b) analyze variation in performance and c) support decision processes
	6.6 Evaluate the costs of governmental regulations on business operations
	7.1 Identify audiences and potential customers for company products or services
	7.2 Plan competitive strategies for the promotion of products and services
	7.3 Evaluate the following external elements affecting the products and services being promoted: competition, and economic, legal, political, social, cultural and technological factors
	7.4 Organize a promotional campaign to attract customers to products and services
	7.7 Effectively utilize professional selling techniques that meet customer needs
	8.2 Participate in and accept personal responsibility for team efforts
	8.3 Organize work toward defined goals and objectives
	8.4 Identify problems and collaborate with others to determine solutions
	8.5 Negotiate with others to reach consensus
	8.6 Utilize the varied skills and interests of team members in coordinating tasks
	8.7 Make independent decisions when appropriate
	8.8 Facilitate cooperative efforts with diverse groups
	9.1 Define areas of responsibility
	9.2 Establish job priorities
	9.3 Organize the work area and personnel of a business environment
	9.4 Manage the work flow
	9.5 Calculate the time, personnel and material needs and costs of ongoing and special business activities
	9.6 Determine supply and service needs and costs
	9.7 Schedule and make arrangements for meetings and conferences
	9.8 Select furniture, equipment, and accessories on the basis of health factors, environmental surroundings, and cost considerations
	10.2 Understand and comply with ethnical principles in business and management operations
Self-Direct Learning	2.9 Create a business plan
	3.1 Maintain a positive self image
	3.2 Prepare a resume, letter of application and portfolio; apply and be interviewed for a business position, and complete interview follow up procedures
	3.3 Employ skills to develop a career
	3.4 Prepare for advancement in a business career
	4.2 Assure comprehension through questions and paraphrasing
	6.4 Apply research methodologies to include a) the definition of research parameters, b) acquisition of relevant data, c) organization and analysis of data, and d) the presentation of data in visual and print formats

ODE Outcomes	Business & Management Proficiency Standards
Foundation Skills, Cont.	
Self-Direct Learning, Cont.	7.2 Plan competitive strategies for the promotion of products and services
	7.3 Evaluate the following external elements affecting the products and services being promoted: competition, and economic, legal, political, social, cultural and technological factors
	7.4 Organize a promotional campaign to attract customers to products and services
	7.7 Effectively utilize professional selling techniques that meet customer needs
	8.2 Participate in and accept personal responsibility for team efforts
	8.3 Organize work toward defined goals and objectives
	8.4 Identify problems and collaborate with others to determine solutions
	8.5 Negotiate with others to reach consensus
	8.6 Utilize the varied skills and interests of team members in coordinating tasks
	8.7 Make independent decisions when appropriate
	8.9 Recognize the relationship between the company's strategic plan, specific objectives, implementation tactics, and individual employee roles
Communicate	1.1 Understand and apply supply and demand principles
	1.2 Understand and apply business cycles and competition
	1.3 Understand and apply the role and impact of government and regulations in economics
	1.4 Understand and apply monetary and fiscal policies
	1.5 Understand and apply the impact of cultural and environmental issues and conditions on economics
	1.6 Understand and apply personnel practices, management, employee and labor union issues
	1.7 Understand and apply economic history, research and forecasting techniques
	1.8 Understand and apply international trade
	2.1 Interact with clients, customers, and associates in a businesslike manner
	2.2 Making decisions based on company goals, policies and procedures
	2.6 Utilize electronic communications and telecommunications
	2.8 Comprehend and evaluate basic contracts
	3.2 Prepare a resume, letter of application and portfolio; apply and be interviewed for a business position, and complete interview follow-up procedures
	3.4 Prepare for advancement in a business career
	3.5 Understand business cultural diversities
	3.6 Make decisions based on company goals, objectives, policies and procedures
	4.1 Listen effectively and summarize content, factual data and intent
	4.2 Assure comprehension through questions and paraphrasing
	4.3 Comprehend, analyze, and interpret written text, tables, graphs and charts
	4.4 Speak clearly, purposefully and concisely
	4.5 Write clearly and concisely in an organized, logical sequence using standard English
	4.6 Transfer symbolic data into oral, written or graphic form
	4.7 Create or transcribe business documents directly into word processing, spreadsheet, database or graphic formats
	4.8 Prepare, process, send and receive information electronically
	4.9 Understand cultural differences and similarities in communication forms and styles
	4.10 Communicate in a second language
	7.4 Organize a promotional campaign to attract customers to products and services
	7.5 Promote product and service benefits to customers
	7.6 Oversee and evaluate promotional activities
	7.7 Effectively utilize professional selling techniques that meet customer needs
	8.2 Participate in and accept personal responsibility for team efforts
	8.4 Identify problems and collaborate with others to determine solutions
	8.5 Negotiate with others to reach consensus
	8.6 Utilize the varied skills and interests of team members in coordinating tasks
	8.7 Make independent decisions when appropriate
	8.8 Facilitate cooperative efforts with diverse groups
	8.9 Recognize the relationship between the company's strategic plan, specific objectives, implementation tactics, and individual employee roles
	9.3 Organize the work area and personnel of a business environment
	9.7 Schedule and make arrangements for meetings and conferences
Use Technology	2.5 Perform banking and bookkeeping functions
	2.6 Utilize electronic communications and telecommunications
	2.7 Produce business documents

ODE Outcomes	Business & Management Proficiency Standards
Foundation Skills, Cont.	
Use Technology, Cont.	3.2 Prepare a resume, letter of application and portfolio; apply and be interviewed for a business position, and complete interview follow up procedures
	3.4 Prepare for advancement in a business career
	4.8 Prepare, process, send and receive information electronically
	5.1 Establish, use and maintain alphanumeric and subject filing systems
	5.3 Enter, maintain, send and retrieve electronic records in a timely manner
	5.4 Update files by adding, merging, revising, purging or archiving records
	6.4 Apply research methodologies to include a) the definition of research parameters, b) acquisition of relevant data, c) organization and analysis of data, and d) the presentation of data in visual and print formats
	7.3 Evaluate the following external elements affecting the products and services being promoted: competition, and economic, legal, political, social, cultural and technological factors
Quantify	1.1 Understand and apply supply and demand principles
	1.3 Understand and apply the role and impact of government and regulations in economics
	1.4 Understand and apply monetary and fiscal policies
	1.5 Understand and apply the impact of cultural and environmental issues and conditions on economics
	1.7 Understand and apply economic history, research and forecasting techniques
	1.8 Understand and apply international trade
	2.4 Conduct business transactions and perform business services
	2.5 Perform banking and bookkeeping functions
	2.8 Comprehend and evaluate basic contracts
	2.9 Create a business plan
	2.10 Manage inventories
	3.4 Prepare for advancement in a business career
	4.3 Comprehend, analyze, and interpret written text, tables, graphs and charts
	4.7 Create or transcribe business documents directly into word processing, spreadsheet, database or graphic formats
	5.1 Establish, use and maintain alphanumeric and subject filing systems
	5.5 Utilize records, documents and other data to collect and evaluate statistics, trends, and business performance
	5.6 Abstract data from files for reports
	6.1 Identify markets, wholesale costs, retail pricing, inventory needs and profit margins
	6.2 Monitor, interpret and apply standard business climate indicators in terms of specific c company goals and operations
	6.3 Evaluate markets, wholesale costs, retail pricing, inventory needs, and profit margins
	6.4 Apply research methodologies to include a) the definition of research parameters, b) acquisition of relevant data, c) organization and analysis of data, and d) the presentation of data in visual and print formats
	6.5 Apply statistical methods to a) forecast production goals and requirements, b) analyze variation in performance and c) support decision processes
	6.6 Evaluate the costs of governmental regulations on business operations
	7.1 Identify audiences and potential customers for company products or services
	7.3 Evaluate the following external elements affecting the products and services being promoted: competition, and economic, legal, political, social, cultural and technological factors
	7.6 Oversee and evaluate promotional activities
	8.4 Identify problems and collaborate with others to determine solutions
	9.5 Calculate the time, personnel and material needs and costs of ongoing and special business activities
	9.6 Determine supply and service needs and costs
	9.8 Select furniture, equipment, and accessories on the basis of health factors, environmental surroundings, and cost considerations
Collaborate	1.6 Understand and apply personnel practices; management, employee and labor union issues
	2.1 Interact with clients, customers, and associates in a businesslike manner
	2.2 Making decisions based on company goals, policies and procedures
	3.2 Prepare a resume, letter of application and portfolio; apply and be interviewed for a business position, and complete interview follow up procedures
	3.5 Understand business cultural diversities
	3.6 Make decisions based on company goals, objectives, policies and procedures

ODE Outcomes	Business & Management Proficiency Standards
Foundation Skills, Cont.	
Collaborate, Cont.	7.2 Plan competitive strategies for the promotion of products and services
	7.3 Evaluate the following external elements affecting the products and services being promoted: competition, and economic, legal, political, social, cultural and technological factors
	7.4 Organize a promotional campaign to attract customers to products and services
	7.5 Promote product and service benefits to customers7.6 Oversee and evaluate promotional activities
	7.6 Oversee and evaluate promotional activities
	7.7 Effectively utilize professional selling techniques that meet customer needs
	8.1 Interact with co-workers cordially and respectfully
	8.2 Participate in and accept personal responsibility for team efforts
	8.8 Facilitate cooperative efforts with diverse groups
	8.5 Negotiate with others to reach consensus
	8.6 Utilize the varied skills and interests of team members in coordinating tasks
	8.9 Recognize the relationship between the company's strategic plan, specific objectives, implementation tactics, and individual employee roles
	9.7 Schedule and make arrangements for meetings and conferences
Applications for Living	
Deliberate on Public Issues	1.3 Understand and apply the role and impact of government and regulations in economics
	1.5 Understand and apply the impact of cultural and environmental issues and conditions on economics
	1.6 Understand and apply personnel practices; management, employee and labor union issues
	6.5 Apply statistical methods to a) forecast production goals and requirements, b) analyze variation in performance and c) support decision processes
	6.6 Evaluate the costs of governmental regulations on business operations
	7.3 Evaluate the following external elements affecting the products and services being promoted: competition, and economic, legal, political, social, cultural and technological factors
	10.1 Understand and comply with laws regarding personnel practices and business transactions
	10.2 Understand and comply with ethnical principles in business management and operations
Understand Diversity	1.3 Understand and apply the role and impact of government and regulations in economics
	1.6 Understand and apply personnel practices; management, employee and labor union issues
	2.1 Interact with clients, customers, and associates in a businesslike manner
	3.4 Prepare for advancement in a business career
	3.5 Understand business cultural diversities
	4.9 Understand cultural differences and similarities in communication forms and styles
	7.1 Identify audiences and potential customers for company products or services
	7.2 Plan competitive strategies for the promotion of products and services
	7.3 Evaluate the following external elements affecting the products and services being promoted: competition, and economic, legal, political, social, cultural and technological factors
	7.4 Organize a promotional campaign to attract customers to products and services
	7.5 Promote product and service benefits to customers
	7.7 Effectively utilize professional selling techniques that meet customer needs
	8.1 Interact with co-workers cordially and respectfully
	8.5 Negotiate with others to reach consensus
	8.6 Utilize the varied skills and interests of team members in coordinating tasks
	8.8 Facilitate cooperative efforts with diverse groups
	8.9 Recognize the relationship between the company's strategic plan, specific objectives, implementation tactics, and individual employee roles
	9.5 Calculate the time, personnel and material needs and costs of ongoing and special business activities
	9.6 Determine supply and service needs and costs
	9.7 Schedule and make arrangements for meetings and conferences
	10.1 Understand and comply with laws regarding personnel practices and business transactions
	10.2 Understand and comply with ethnical principles in business management and operations
Interpret Human Experience	1.2 Understand and apply business cycles and competition
	1.5 Understand and apply the impact of cultural and environmental issues and conditions on economics

ODE Outcomes	Business & Management Proficiency Standards
Applications for Living, Cont.	
Interpret Human Experience, Cont.	1.6 Understand and apply personnel practices; management, employee and labor union issues
	2.1 Interact with clients, customers, and associates in a businesslike manner
	3.1 Maintain a positive self image
	3.2 Prepare a resume, letter of application and portfolio; apply and be interviewed for a business position, and complete interview follow-up procedures
	3.5 Understand business cultural diversities
	4.9 Understand cultural differences and similarities in communication forms and styles
	7.1 Identify audiences and potential customers for company products or services
	7.2 Plan competitive strategies for the promotion of products and services
	7.3 Evaluate the following external elements affecting the products and services being promoted: competition, and economic, legal, political, social, cultural and technological factors
	7.4 Organize a promotional campaign to attract customers to products and services
	7.5 Promote product and service benefits to customers
	7.7 Effectively utilize professional selling techniques that meet customer needs
	8.1 Interact with co-workers cordially and respectfully
	8.5 Negotiate with others to reach consensus
	8.6 Utilize the varied skills and interests of team members in coordinating tasks
	8.8 Facilitate cooperative efforts with diverse groups
	8.9 Recognize the relationship between the company's strategic plan, specific objectives, implementation tactics, and individual employee roles
	9.5 Calculate the time, personnel and material needs and costs of ongoing and special business activities
	9.6 Determine supply and service needs and costs
	9.7 Schedule and make arrangements for meetings and conferences
	10.1 Understand and comply with laws regarding personnel practices and business transactions
	10.2 Understand and comply with ethnical principles in business management and operations
Apply Science and Mathematics	1.1 Understand and apply supply and demand principles
	1.2 Understand and apply business cycles and competition
	1.3 Understand and apply the role and impact of government and regulations in economics
	1.4 Understand and apply monetary and fiscal policies
	1.5 Understand and apply the impact of cultural and environmental issues and conditions on economics
	1.6 Understand and apply personnel practices, management, employee and labor union issues
	1.7 Understand and apply economic history, research and forecasting techniques
	1.8 Understand and apply international trade
	2.5 Perform banking and bookkeeping functions
	2.9 Create a business plan
	2.10 Manage inventories
	4.3 Comprehend, analyze, and interpret written text, tables, graphs and charts
	5.1 Establish, use and maintain alphanumeric and subject filing systems
	5.5 Utilize records, documents and other data to collect and evaluate statistics, trends, and business performance
	6.1 Identify markets, wholesale costs, retail pricing, inventory needs and profit margins
	6.2 Monitor, interpret and apply standard business climate indicators in terms of specific c company goals and operations
	6.3 Evaluate markets, wholesale costs, retail pricing, inventory needs, and profit margins
	6.4 Apply research methodologies to include a) the definition of research parameters, b) acquisition of relevant data, c) organization and analysis of data, and d) the presentation of data in visual and print formats
	7.3 Evaluate the following external elements affecting the products and services being promoted: competition, and economic, legal, political, social, cultural and technological factors
	9.5 Calculate the time, personnel and material needs and costs of ongoing and special business activities
	9.6 Determine supply and service needs and costs
	9.7 Schedule and make arrangements for meetings and conferences

ODE Outcomes Applications for Living, Cont.	**Business & Management Proficiency Standards**
Understand Positive Health Habits	3.1 Maintain a positive self image 5.5 Utilize records, documents and other data to collect and evaluate statistics, trends, and business performance 9.8 Select furniture, equipment, and accessories on the basis of health factors, environmental surroundings, and cost considerations 10.3 Understand and comply with emergency procedures and regulations 10.4 Understand and comply with fundamentals of accident prevention and health maintenance 10.5 Understand and comply with Occupational health and safety practices and regulations

Tally

Foundation Skills

Problem Solving	36	48%
Self-Direct Learning	18	24%
Communicate	39	52%
Use Technology	11	15%
Quantify	30	40%
Collaborate	19	25%

Applications for Living

Deliberate on Public Issues	8	11%
Understand Diversity	22	29%
Interpret Human Experience	24	32%
Apply Science and Math	22	29%
Understand Positive Health Habits	6	8%

Advanced Applications

The design of activities, projects, and assessments will require the integration of all advanced applications in determining student mastery of the Business and Management Standards. Students need to demonstrate a high level of achievement in the following three areas:

- acquire, organize and apply knowledge;
- analyze and improve complex processes to solve problems and achieve specific goals; and
- enhance the performance of a complex system by analyzing its elements and their interactions and creating appropriate modifications.

Health Services

Health Services

Endorsement Area of Study

Curriculum Framework

for the

Certificate of Advanced Mastery

Health Services CAM Curriculum Development Project
Portland Public Schools
Professional Technical Education Department
Final Draft
August, 1995

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K. The Use of Technology in the Health Services CAM Curriculum

Health Services Career Pathway Education and Employment

PROFESSIONAL LEVEL	→ *Four-year college *Post graduate study	Art Therapist Athletic Trainer Audiologist Biologist Biomedical Engineer Chiropractor Dentist Dental Hygienist Dietitian Epidemiologist Kinesiologist Medical Administrator Medical Illustrator Medical Imaging Tech. Medical Laboratory Technologist	Medical Researcher Medical Social Worker Medical Writer Naturopath Nurse Anesthetist Nurse Midwife Nurse Practitioner Nutritionist Occupational Therapist Optician Orthotist Pharmacist Physical Therapist Physician - Doctor of Medicine	- Doctor of Osteopathy Physician Assistant Podiatrist Prosthetist Psychologist Public Health Educator Recreational Therapist Dietitian Registered Nurse Respiratory Therapist Speech Pathologist Ultra sound Technologist Veterinarian
PROFESSIONAL TECHNICAL LEVEL	→ *Community college Certified or technical institutes	Biomedical Equipment Technician Bloodmobile Technician Certified Dental Assistant Dental Hygienist Dental Technician Dietetic Technician Emergency Medical Technician Licensed Practical Nurse	Massage Therapist Medical Assistant Medical Records & Medical Lab Technician Nuclear Medical Technician Occupational Therapy Assistant Ophthalmic Technician Optical Mechanic Orthopedic Technician	Physical Therapist Assistant Registered Nurse Radiological Technician Respiratory Therapy Technician Surgical (O.R.) Technician Veterinarian Technician Wellness and Fitness Specialist
ENTRY LEVEL	→ *High school graduate *Certificate *On-the-job training	Admitting Clerk Dental Assistant ECG Technician File Clerk Fitness Instructor Health Club Aide Home Health Aide Hospital Aide Hospital Ward Clerk	Insurance Biller Nursing Assistant Orderly Receptionist Transcriptions Rehabilitation Aide Veterinary Aide Wellness Assistant	Support Services: Central Supply Dietary Housekeeping Maintenance Kitchen Laundry Transportation

Fig. 1. Examples of some of the occupations in health services related to the level of preparation or training required.

Health Services Core Proficiency Standards and Areas of Emphasis

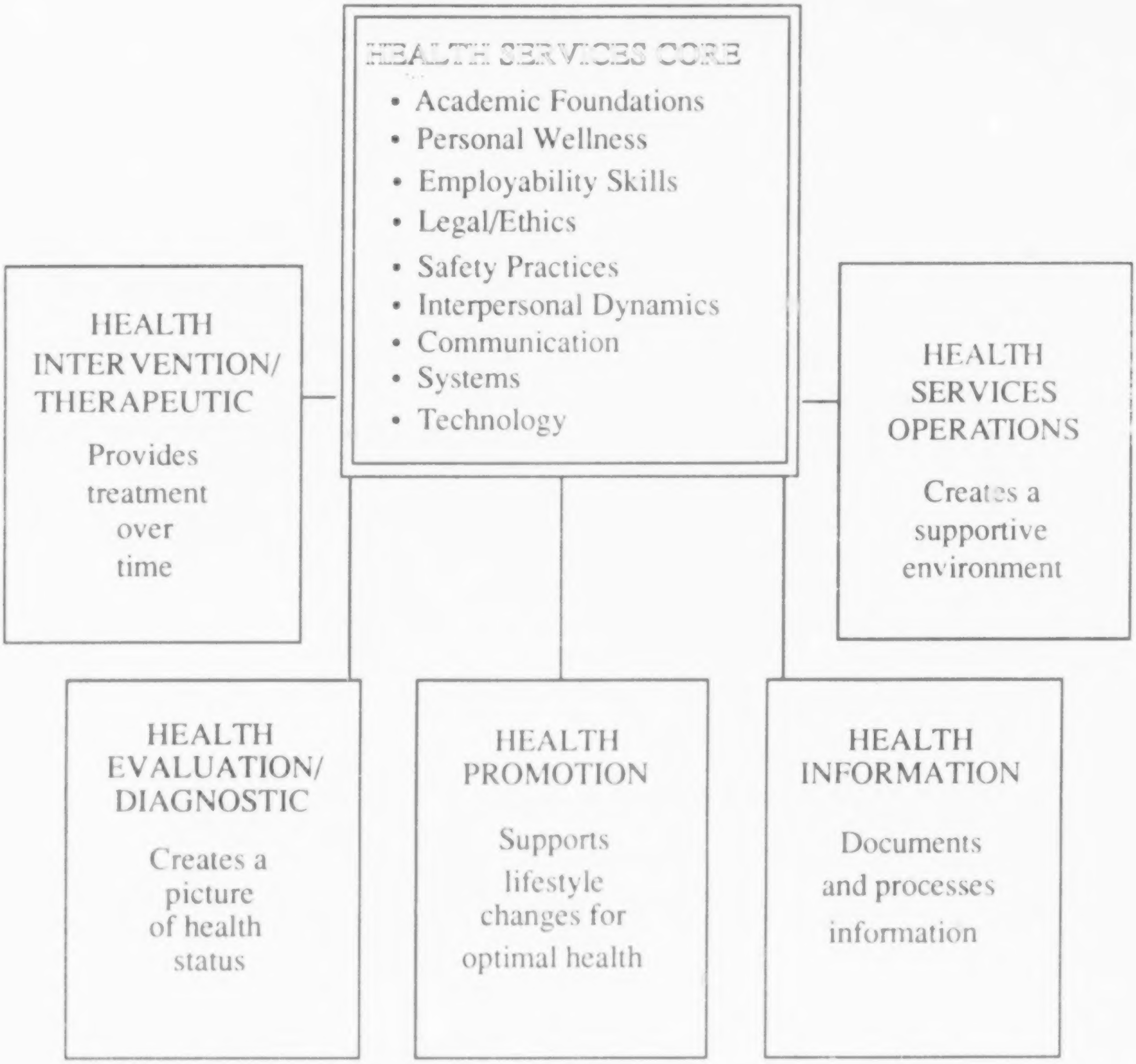
HEALTH SERVICES CORE
• Academic Foundations
• Personal Wellness
• Employability Skills
• Legal/Ethics
• Safety Practices
• Interpersonal Dynamics
• Communication
• Systems
• Technology
HEALTH INTERVENTION/ THERAPEUTIC
Provides treatment over time
HEALTH SERVICES OPERATIONS
Creates a supportive environment
HEALTH EVALUATION/ DIAGNOSTIC
Creates a picture of health status
HEALTH PROMOTION
Supports lifestyle changes for optimal health
HEALTH INFORMATION
Documents and processes information

Fig. 2. The Health Services Core Proficiency Standards are common to all health services occupations/professions. The Areas of Emphasis are broad categories of health services occupations/professions defined according to their overall function.

Health Services Endorsement Area of Study Career Pathway

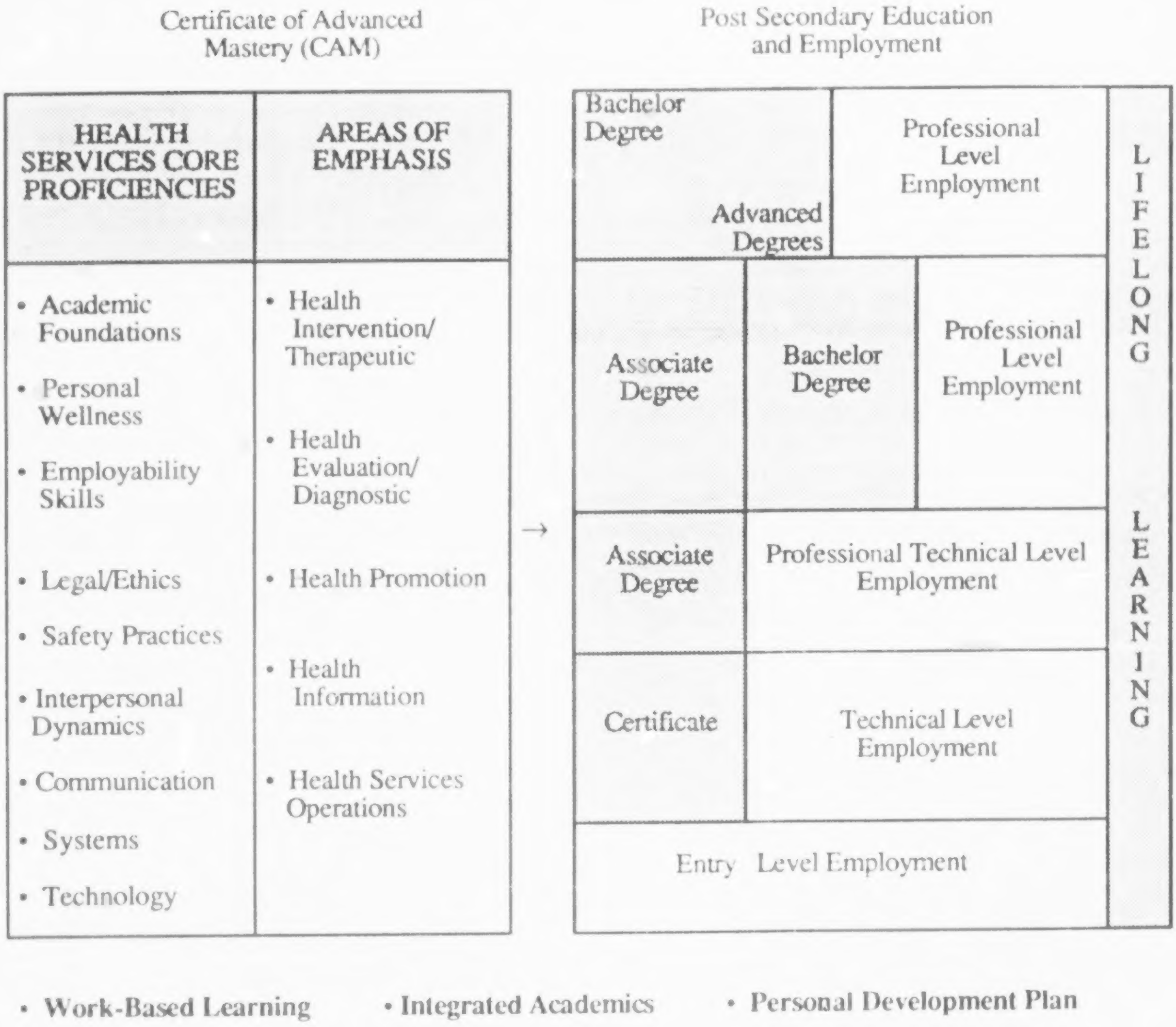
Certificate of Advanced Mastery (CAM)
Post Secondary Education and Employment
HEALTH SERVICES CORE PROFICIENCIES
AREAS OF EMPHASIS
• Academic Foundations
• Personal Wellness
• Employability Skills
• Legal/Ethics
• Safety Practices
• Interpersonal Dynamics
• Communication
• Systems
• Technology
• Health Intervention/ Therapeutic
• Health Evaluation/ Diagnostic
• Health Promotion
• Health Information
• Health Services Operations
→
Bachelor Degree
Advanced Degrees
Professional Level Employment
Associate Degree
Bachelor Degree
Professional Level Employment
Associate Degree
Professional Technical Level Employment
Certificate
Technical Level Employment
Entry Level Employment
LIFELONG LEARNING
• Work-Based Learning
• Integrated Academics
• Personal Development Plan

Fig.3. The Health Services Endorsement area of study prepares students for employment in the health services industry, continuing advanced preparation at the post secondary education level and lifelong learning.

Table 1. **Range of Assessment Methods**

Type of Assessment	Primary Participant	Result
Selected Response: e.g., multiple choice, true-false, matching, fill-in-the-blank.	Student	A **pencil & paper test**; can be scored; comparisons among students/groups can be made.
Essay	Student	**Narrative answers**; can be scored according to criteria; comparisons can be made.
Performance Assessments: e.g., event [short term, specific perf.] or task [longer term, complex project].	Student	**Product[s]**; can be scored according to criteria; comparisons can be made.
Observation of Performance	Teacher or Peer	**Documentation of performance** according to a consistent protocol; can be judged/scored according to criteria; comparisons can be made.
Anecdotal Evidence	Student and Teacher	**Notes or narratives**; can provide additional information about student and/or performance; can be analyzed according to criteria and general inferences can be drawn for a particular student; cannot make valid comparisons among students or groups.
Self-Reflection	Student	**Journal entries or notes**; evidence of internal awareness; contextual enrichment of learning process and/or progress toward outcomes.
Portfolios	Student	**Accumulation of student work**; evidence of mastery or progress; can be judged according to criteria or used as contextual enhancement.

Table 2. Scoring Matrix for Performance-Based Assessment in Health Services

Levels of Performance	Dimensions of Performance		
	Concepts	**Skills**	**Professionalism**
Exemplary: Student work consistently exceeds the standard	• Highly insightful understandings • Creates new or original connections among concepts • •	• Insightful transfer of skills, techniques to new situations • Original application of skills which improves the situation •	• [needs indicator e.g.] • [needs indicator e.g.] • •
Proficient: Student work consistently meets the standard	• Consistent & thorough understandings • Aware of range of perspectives on issues • Sees interrelationships	• Consistent applications • Appropriate choices • Transfer to similar situations •	• [needs indicator e.g.] • [needs indicator e.g.] • •
In Progress: Student work is progressing toward the standard	• Incomplete or superficial understandings • Sees the most apparent solution to a problem but not a broader range of possibilities •	• Inconsistent or inappropriate use of skills, techniques • Poor choice of skill to use in a sutuation •	• Inconsistent application of professional practices • Inappropriate behaviors • •

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Figure 4. **Assessment System Template**

Throughout the curriculum, the levels and dimensions of the scoring matrix remain constant, but the descriptive indicators change to reflect the expectations and outcomes of a program, course, or individual assignment.

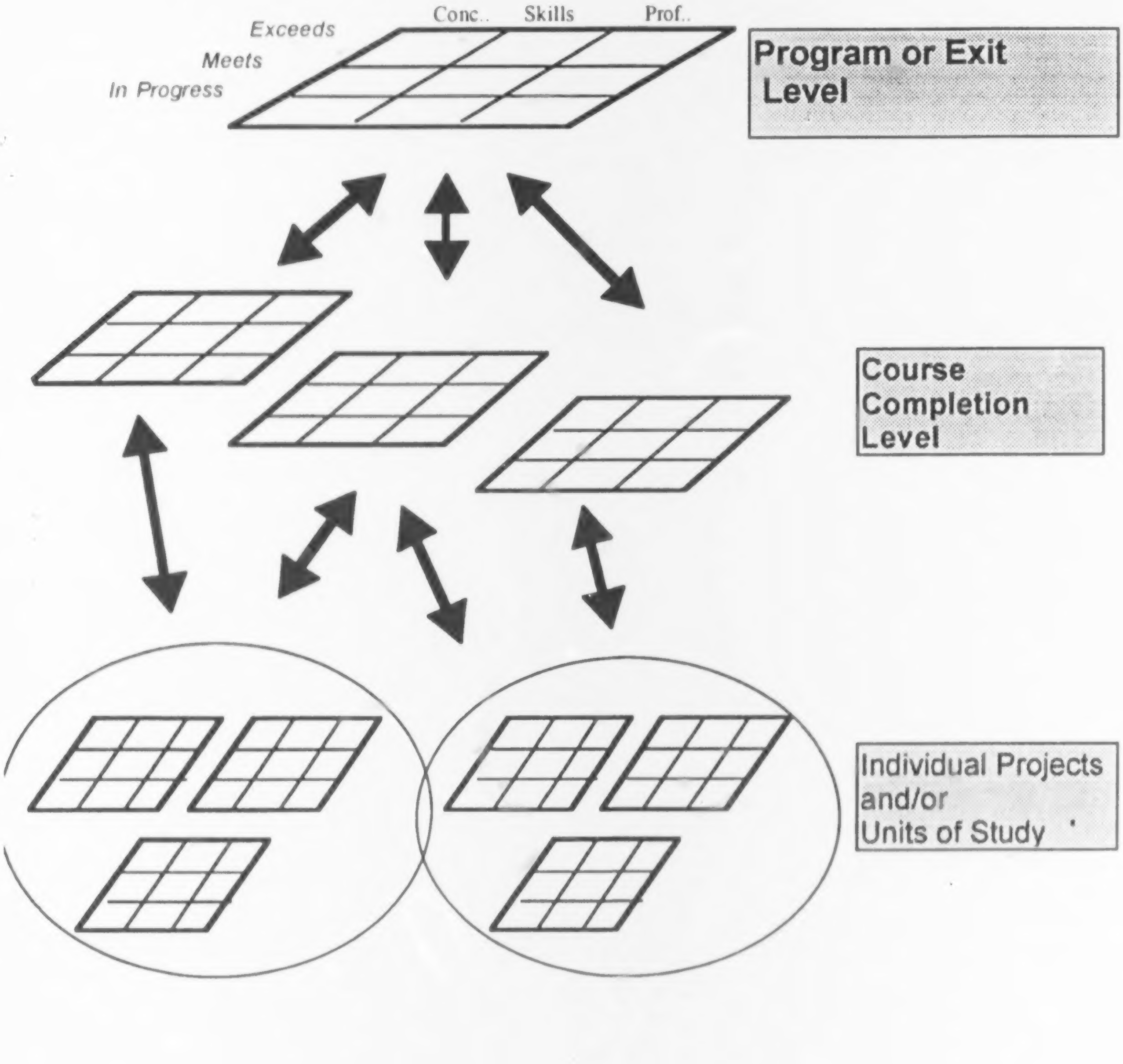
Conc..
Skills
Prof..
Exceeds
Meets
In Progress
Program or Exit Level
Course Completion Level
Individual Projects and/or Units of Study

Table 3. **Aligning Assessment With Instruction and Curriculum**

Learning Theory Findings	Assessment Implications	Instructional Implications	Curriculum Implications
• Understandings are constructed from applying and transferring knowledge. • Learning is a process of creating new meaning and understanding from existing information.	• Project [product] may have more than one correct solution. • Identify process indicators within the assessment task. • Emphasize critical thinking and analysis, justification of position taken, etc. • Start with real-world examples and situations; create integrated and complex tasks; pull assessment outcomes from the task.	• Encourage discussion. • Use a variety of instructional strategies, e.g. simulation, role play, debate, etc. • Emphasize defending or justifying positions taken on issues, actions proposed, etc.	• Contextual program and learning: Build curriculum from real world, industry related issues and standards. • Emphasize application of information and concepts. • Study less, but understand it in more depth; emphasize transferability. Project from "known" to "unknown" (future) situations or contexts.
• Learning is not a linear process; it is not a straightforward putting together of discreet pieces of knowledge.	• Separate problem solving expectations from the conceptual understandings or performances expected on a task or project.	• Allow time to vary [within reason] for individual students. • Engage all students in problem solving processes, regardless of their levels of understanding. • Use various methods in problem solving.	• Smaller, more focused themes, modules, units, of instruction. • Design instructional units by outcomes, not by coverage of content. • Not a lock-step curriculum.
• Variety of learning styles, intelligences, attributes, etc., among learners.	• Allow for choices in: -- type of assessment task -- how to show mastery	• Allow time for students to think, organize, prepare. • Opportunities to revise, redraft, etc.	• Reinforce linkages among concepts, units; emphasize transferability. • Link program activities to real world and personal experiences. • Establish what the critical outcomes or elements are, so variety can flourish around them.

Table 3 (continued). Aligning Assessment With Instruction and Curriculum

Learning Theory Findings	Assessment Implications	Instructional Implications	Curriculum Implications
• Performance is better when goals, outcomes are known and clear.	• Assessment tasks should have clear statements of results and outcomes expected, products to be produced, and descriptions of performance at different levels of quality. • Student-language version of scoring criteria [rubric]	• Student participation [i.e., input if possible] in establishing outcomes scoring criteria, standards of acceptable performance. • Provide examples of acceptable and unacceptable work, products. • Allow for self-evaluation and/or peer evaluation	• Talk about expectations, outcomes, performance ranges, and descriptors as an everyday part of every unit, theme, class assignment. • connect curriculum to real-world, industry standards and expectations.

Human Resources

Human Resources

Certificate of Advanced Mastery Curriculum Framework Project

and

Statewide Articulation Project

These projects were funded through Senate Bill 81
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Human Resources
Certificate of Advanced Mastery
Curriculum Framework Project

This project had three curriculum framework development phases:

Phase 1: Define the core* proficiency standards and competencies for the Human Resources Certificate of Advanced Mastery.

*core = common among **all** the Human Resources areas

Phase 2: Define proficiency standards and competencies specific to the five areas of emphasis.

1) Childhood Care and Education
2) Criminal Justice
3) Educational Assistant
4) Fire Science/Technology
5) Human Services

Phase 3: Suggest instructional, assessment and work-based learning strategies.

Project Overview

The purpose of the 2+2 Tech Prep/Certificate of Advanced Mastery (CAM) Curriculum Development Project was to design a CAM curriculum framework for Human Resources. The curriculum framework provides the basis for programs articulated among high schools, community colleges, private/vocational schools, and higher education institutions and facilitates the attainment of employment and postsecondary education within the Human Resources endorsement area.

Statewide Committee

To achieve the goals stated above, a statewide committee of 45 individuals representing secondary, postsecondary, higher education, and business/agency was formed June, 1994. Committee members were selected for their expertise in a Human Resources academic/occupational area, their involvement in the school-to-work program, and/or their knowledge of curriculum development and assessment.

Committee Tasks

The Statewide Human Resources CAM Committee met during the summer of 1994 to define curriculum standards (proficiency standards and competencies) for the Human Resources CAM. Committee members were charged with the task of defining the curriculum standards necessary for a student to make a successful school-to-work and/or school-to-school transition. To achieve this goal, committee members reviewed state and national Human Resources academic and industry standards.

This work resulted in a draft copy of core proficiency standards and competencies. The committee will suggest to Oregon Department of Education that the core be required of all students in the Human Resources CAM endorsement area. Concurrently, the committee also began identifying academic and industry standards specific to five Human Resources areas of emphasis (occupational categories). These areas are: Childhood Care and Education, Criminal Justice, Educational Assistant, Fire Science/Technology, and Human Services. This information is being provided for those schools that have the resources and wish to go beyond the core and implement a specific Human Resources program(s).

The five areas of emphasis were selected based on the Oregon Employment Department's data. The following represents the specific criteria used to define the areas of emphasis for this project.

1. The areas represent significant Human Resources occupational categories.
2. The areas facilitate the attainment of a Professional Technical Associate Degree.
3. The areas allow for educational attainment beyond a Professional Technical Associate Degree.

Statewide Consensus

During November, 1994, the core and area of emphasis proficiency standards and competencies were sent out statewide for review. Roughly 250 educators and business/agency personnel reviewed the proficiencies and competencies. A Delphi format was utilized as a means of obtaining feedback and reaching consensus. The Delphi process was completed in March, 1995.

Teaching, Assessment, and Work Based Learning Strategies

A subcommittee was formed to address teaching and assessment of the curriculum goals and integration of work based learning strategies. The committee agreed on utilizing a problem-posing teaching methodology framework. This approach engages students in problem-posing dialogue through which students not only construct meaning and generate knowledge, but also develop scientific dispositions and habits. This type of teaching is student-centered rather than teacher dominated. This work provides

1. Problem-posing teaching and assessment samples.
2. Resources to help in delivery of the curriculum goals.
3. Integration of work based learning.

Project Completion Goals

Included on the accompanying computer disk are the following details, which also have been distributed to all high school principals and private vocational schools in Oregon, regional coordinators and community college professional technical deans, and the Oregon Department of Education.

1. Human Resources core proficiency standards and competencies (curriculum goals that cut across all Human Resources occupational areas) based on academic and industry standards.

2. Proficiency standards and competencies specific to the five areas of emphasis based on academic and industry standards.

3. Suggested instructional strategies/methodologies.

4. Suggested assessment alternatives.

5. Integration of work-based learning.

Human Resources Certificate of Advanced Mastery

Core proficiency standards and competencies
(common to all areas of Human Resources)

Educators and professionals believe the following core proficiency standards and competencies are critical for all students preparing for a career in Human Resources.

Proficiency Standard 1:
Demonstrate professionalism with regard to legal and ethical standards.

The student will be able to:

1.1 Describe the legal parameters of selected Human Resources careers.
1.2 Describe personal and organizational codes of ethics, and maintenance of confidentiality.
1.3 Apply ethical, legal, health, and safety standards in school and work-related experiences.
1.4 Explain the importance of being accountable to school, clients, the employer, other service agencies, and the community at large.
1.5 Define and demonstrate personal integrity.

Proficiency Standard 2:
Understand human development and behavior.

The student will be able to:

2.1 Describe the impact of life cycle stages (prenatal through the aging process) on human behavior.
2.2 Describe how individuals manage the interrelationship of family, community, social, and work roles.
2.3 Apply knowledge of family systems and dynamics to practical family situations encountered by Human Resources professionals.
2.4 Relate the effects of alcohol and other drugs, addictions, illnesses, victimization, stress, and disabilities on human behavior.
2.5 Describe the impact of communicable diseases, including sexually transmitted diseases.
2.6 Analyze human behavior in a variety of contexts drawn from psychology, sociology, philosophy, economics, religion, and political science.

Proficiency Standard 3:
Evaluate social systems and institutions.

The student will be able to:
3.1 Determine the components of safe and healthy home, work, and community environments.
3.2 Identify and explain how to access community resources and services.
3.3 Summarize history and function of social systems and institutions.
3.4 Critique the influence of politics and economics in decision making.
3.5 Identify the interrelationships of public and private social agencies.
3.6 Understand the need for community in a diverse society as well as the effects of fragmentation and isolation.

Proficiency Standard 4:
Work effectively with people from a variety of backgrounds, cultures, and experiences.

The student will be able to:
4.1 Demonstrate an understanding of the needs of people with disabilities.
4.2 Analyze diverse points of view.
4.3 Evaluate the effect of social and economic conditions upon individuals and groups.
4.4 Demonstrate an understanding of racial, cultural, ethnic, gender and other differences.

Proficiency Standard 5:
Use specialized interpersonal and communication skills.

The student will be able to:
5.1 Work as a team member to enhance productivity.
5.2 Demonstrate skills of conflict resolution, anger management, and crisis intervention.
5.3 Demonstrate appropriate use of assertive communication skills and techniques of empowerment.
5.4 Read, write, and interpret technical documents.
5.5 Demonstrate skill in non-verbal communication techniques.
5.6 Provide, receive, interpret, and utilize feedback.
5.7 Demonstrate listening, observation, and reporting skills.
5.8 Communicate a point of view in a rational manner.
5.9 Demonstrate effective telecommunication skills.

Human Resources Certificate of Advanced Mastery
Core proficiency standards and competencies
(common to all areas of Human Resources)

Proficiency Standard 6:

Understand career requirements and workplace climate.

The student will be able to:

6.1 Identify and investigate employment opportunities in Human Resources.
6.2 Complete a personal interest/skills assessment and design a long range career plan.
6.3 Identify educational and physical requirements unique to occupational fields.
6.4 Apply an understanding of workplace climate and policies, procedures, and performance expectations required in the employment setting.
6.5 Practice strategies for dealing with personal/career stress.
6.6 Complete a work based learning experience in a Human Resources occupational area.
6.7 Apply time-management skills.

Proficiency Standard 7:

Demonstrate specialized technical, computational, and reasoning skills.

The student will be able to:

7.1 Develop and use computer skills.
7.2 Apply and use mathematical skills: add, subtract, multiply, divide, and manipulate percentages and fractions.
7.3 Deliberate on issues, including problem identification, clarification, solution, and evaluation.
7.4 Demonstrate an understanding of research methodology.
7.5 Apply critical thinking skills to solving problems.

Human Resources Curriculum Samples

This curriculum sample has been written from the point of view of Family and Consumer Studies. In the sample there are ample opportunities for collaboration among faculty. Ideas for integrating curriculum areas have been suggested.

Sample Curriculum for Proficiency Standard 2:
Understand human development and behavior.

The student will be able to:

2.1 Describe the impact of life cycle stages (prenatal through the aging process) on human behavior.
2.2 Describe how individuals manage the interrelationship of family, community, social, and work roles.
2.3 Apply knowledge of family systems and dynamics to practical family situations encountered by Human Resources professionals.
2.4 Relate the effects of alcohol and other drugs, addictions, illnesses, victimization, stress, and disabilities on human behavior.
2.5 Describe the impact of communicable diseases, including sexually transmitted diseases.
2.6 Analyze human behavior in a variety of contexts drawn from psychology, sociology, philosophy, economics, religion, and political science.

PROBLEM TO BE ADDRESSED: **How does the sudden and tragic loss of a parent impact the family?**

Rationale:

The Human Resources endorsement area is oriented toward human concerns, therefore generating some understanding of the human condition. Furthermore, it is essential that people seeking employment in Human Resources occupations have an adequate understanding of human development and behavior. This curriculum sample provides opportunity for students to grasp major concepts in cognitive and emotional development across the life cycle and in family crisis theory. The particular focus here is on families in crisis since persons employed in this endorsement area frequently find themselves working in prevention and intervention programs. Moreover, there are periods in every person's life when crisis situations must be confronted.

A case study focusing on a crisis has been developed to form the framework for the curriculum sample and to facilitate the problem-solving approach. The particular case study, the Oklahoma City bombing, was a major event while the sample was being written. Other current real-life situations may be selected as alternatives according to the level of maturity and interest of secondary students. Every effort has been made to provide for the study of cognitive and emotional human development and behavior at various stages of the life cycle. At certain points, however, teachers will need to go beyond the case study to ensure student understanding of other types of development and other stages of the life cycle.

Human Resources Curriculum Samples

Major concepts have been listed in order to suggest important areas of content to be covered. Questions are raised to promote student inquiry and critical, reflective thinking. The four major questions identify the broad areas of inquiry. Sub-questions, those listed in the Activities column, direct attention toward content. A variety of student activities have been suggested to motivate students toward working individually, in large and small groups, and toward communicating and cooperating with people within and beyond the school. The activities suggested should also serve as a spring-board for generating other creative ideas for student motivation and learning. While some resources have been listed, teachers will need to develop a rich resource base for this sample.

Details of assessment have not been fully developed for this sample, however, activities or curriculum-embedded performance tasks that can be used as indicators of student competency have been identified in the document. The development of a pamphlet has been suggested as a culminating activity to synthesize and apply knowledge developed throughout the curriculum sample.

Instructional Focus:

News clip: Video of Oklahoma City bombing

Case Study: Family Crisis: The Oklahoma City Bombing

Janey was dead. How could it happen? She had so much to live for. It was just three years ago that she had married Bill, her second husband and father of their two year-old son, Jeremy. Although Tricia, a high school senior, and Tiffany, a sophomore, seemed unable to get along with their new step-father as well as expected, family life seemed to run smoothly most of the time. It was only this morning that Bill had dropped Janey off at work -- she was a surveyor in the Transportation Department located in the Federal Building. He had taken Jeremy to Janey's parents, Mr. and Mrs. Ferris, for the day. Jeremy would normally go with his Mom to the day care center in the Federal Building but he hadn't been well this morning and wanted to go to his Grandmother's house instead. Thank goodness Jeremy hadn't been well this morning! Bill was shattered by the news of the bombing when he got to work at Phillip's Petroleum Company. He ran to his car and came racing back twenty miles into town, hoping against hope that Janey was okay.

Tiffany and Tricia heard news of the explosion when they got to school. They were shaken and frightened -- where would they go? Sharon, Mom's friend lived a few blocks away but would she be home? Probably not. Where would Bill be? Maybe Grandma and Grandpa would know what to do. They had just retired, so they'd be home this morning. Tricia felt pangs of guilt as they made their way to their grandparent's house. She had had a row with Mom this morning over wanting to stay with teen friends next weekend. Mom had put her foot down. "It wasn't fair" thought Tricia, "I'll be away at college anyway next year." But that didn't matter now. Where was Mom? Where was Bill? Would Grandma and Grandpa be home? Did they have Jeremy?

Human Resources Curriculum Samples

Question 1:

What is the immediate reaction of family members to the crisis?

Content

1. Dealing with shock
2. Meeting immediate needs (care of children, notification, etc.)

Strategies/Activities:

1. Panel of guests who deal with crisis situations:
    a. Emergency Services (hospital) - various crisis situations
    b. Police Officer - notification of relative
    c. Counselor - breaking the news, helping people cope
    d. Agency representative (such as Red Cross, church, FISH)
    e. Funeral Director

2. Interview someone who has personally been through a crisis situation.

Resources

Community Crisis Response Team Training Manual

Question 2:

What are the changes each individual person is facing?

Strategies/Activities

1. Parent/Student panel to address issues of readjustment as a result of crisis
2. Small group work to examine issues each person is facing.
3. Brainstorm the issues of one character in the case study. What are your guesses about the key issues this character faces?
4. Develop a list of questions related to issues the character is facing. Use resources to help formulate questions.
5. Using the set of questions, interview a person in the same developmental stage as the case study character.
6. Based on resources and interview results, formulate a group report to present information to the entire class. In this report, students will present information about cognitive and emotional development pertinent to their age group. Teacher will lead discussion after each presentation to fill in gaps. (Questions below are provided as a teacher resource.) ****See assessment type 1 on page 14.**
7. How did your research support or differ from your original opinions?
8. Students describe a scenario in which a conflict situation develops in this family.
9. Write a conversational dialogue to illustrate healthy communication for this family. (Include verbal and non-verbal communication skills.)

Human Resources Curriculum Samples

Question 3:

What are the changes each individual person is facing?

Content:

Bill

1. Reassessment of work and family roles
2. Loneliness
3. Social Readjustment
4. Family structure (from blended family to single parenting, step and biological children)
5. Interpersonal communication

Strategies/Activities: Questions for small group response

1. How might Bill
   - a. Reassess work and family roles?
   - b. Cope with loneliness?
   - c. Readjust socially?
   - d. Re-define his parenting role as a biological parent or a step-parent?
   - e. Promote healthy communication with his children?

Resources:

Work and Family Curriculum. (1995). Oregon State University, Corvallis, OR

Question 4:

What are the changes each individual person is facing?

Content:

Jeremy

1. Cognitive stage: pre-operational
2. Emotional stage: separation anxiety, attachment
3. Related developmental issues: Processing death, fears, distinguishing between fantasy and reality, use of language, temperament

Strategies/Activities: Questions for small group response

1. In light of his age, how might Jeremy
   - a. Think about his mother's death?
   - b. Feel about it?
   - c. React to it?
2. What special help will Jeremy need and from whom?

Resources:

Piaget's Theory of Cognitive Development. Wadsworth, Barry. (1971). David McKay Company: New York, NY.

Human Resources Curriculum Samples

Question 5:
What are the changes each individual person is facing?

Content

Tiffany and Tricia
1. Cognitive stage: Formal operations
2. Emotional Stage: Guilt, anxiety, fear, loneliness, depression
3. Related issues: Family bonding, assuming adult roles, engaging in inappropriate behaviors such as sexual, drugs, or suicide, decision- making

Strategies/Activities: Questions for small group response

1. How might Tiffany and Tricia
   a. Think about their mother's death?
   b. Feel about their mother's death?

2. How will family bonding be affected?

3. How might roles and patterns of behavior change?

4. How might the crisis affect personal goals?

Question 6:
What are the changes each individual person is facing?

Content

Friend Sharon
1. Mid-life transition: loss of friendship, re-evaluating priorities, time left, etc.

Strategies/Activities: Questions for small group response
1. How might roles and patterns of behavior change?
2. How might the crisis affect personal goals?

Question 7:
What are the changes each individual person is facing?

Content
Parents of Janey (Mr. and Mrs. Farris)
1. Loss of a child
2. Re-assuming parent responsibilities
3. Health (could be a limiting factor)
4. Postponement of retirement

Strategies/Activities: Questions for small group response

1. How might Janey's parents react to the loss of their daughter?
2. What responsibilities might they assume as a result of Janey's death?
3. What personal factors will they need to take into account?
4. How might this situation affect decisions for their future?
5. How might their decision affect the family?

Resources

Passages: Predictable Crisis of Adult Life. Sheehy, Gail. (1976). Dutton: New York, NY
Man's Search for Meaning. Frankl, Viktor. (1984). Pocket Books: New York, NY

Question 8:

What changes might take place for the family as a result of this tragedy?

Content:

1. Change
   a. Change of income
   b. Lifestyle changes
   c. Career changes
   d. Daily schedule changes
   e. Role changes
   f. Changes in friendship
   g. Family structure

2. Crisis and Stress Theory
   a. Risk factors
   b. How would relationships in the family be affected?

3. How would individual development be affected by the timing of the crisis?

4. How might feelings of victimization play out?

5. What stress reactions might emerge in individual behavior patterns (addictions, violence, etc.)?

6. Protective Factors

7. What strengths or coping mechanisms do individuals bring?

Strategies/Activities:

1. Students visit the library to identify appropriate reading materials and justify their choice.
   a. Books for Jeremy
   b. Resources on losing a spouse.
   c. Resources on losing a parent.

2. Students complete a stress checklist
3. Students relate crisis and stress theory to case study by making a graphic illustration (concept map or web, matrix, etc.).
4. Students read/view children's video or book (e.g., Tonia the Tree). Pair and share the message and relate it to the case study
5. What might be the positive impact of crisis on the family?
6. What is the significance of community in a crisis?
7. How do belief systems serve to support individuals in crisis?
8. Design a bulletin board from newspaper and magazine articles to show how a community works together during a crisis. ****See assessment type 1 on page 14.**
9. Students construct a visual map of the interplay of protective and risk factors

Resources:

Making Sense of Life's Changes- Transitions. Bridges, William. (1982). Addison-Wesley Publishing: Reading, Mass.

Families Under Stress. Hill, Ruben. (1949). Harper: New York, NY
Hospice
Co-Dependence: Misunderstood-Mistreated. Wilson, Schaef, Anne. (1986). Winston Press: Minneapolis, MN
Transformations: Growth and Change in Adult Life. Gould, Roger. (1978). Simon and Schuster: New York, NY
Video or Book, Tonia the Tree (Advocacy Press)

Question 9:
What processes are involved in making changes?

Content:

1. Intrapersonal processes (cognitive and emotional)
   a. Grief process
   b. Flexibility and rigidity
   c. Search for meaning/growth process
   d. Re-evaluation of priorities

2. Interpersonal/Relationships (family, work, peer, community)
   a. Communication
   b. Power
   c. Role changes
   d. Response to change: flexibility vs. rigidity

Strategies/Activities

1. Guest speakers to discuss the grief process (hospital chaplain, hospice representative, counselor, etc.)
2. Students write a short story about a loss or major change they have experienced

3. Students share stories and identify helpful/not helpful responses to their crisis.
4. Examine excerpts from Frankl's, Man's Search for Meaning.
5. Read short story or novel and analyze it in terms of cognitive and emotional development of each person involved.
6. Write a sequel case study set two years later to illustrate how the people involved have made changes in response to the earlier crisis.

Resources

Man's Search for Meaning. Frankl, Viktor. (1984). Pocket Books: New York, NY

Assessment:

There are two types of assessment for this unit:

1. Curriculum-embedded activities are identified throughout this sample with a **. These activities are designed to measure student knowledge.
2. A culminating activity synthesizes and applies knowledge throughout.
   a. Produce a pamphlet that expresses the main ideas related to human development and behavior with specific references to families in crisis. The pamphlet should illustrate application of competencies in this unit. This pamphlet could be made available in libraries or counselor's offices.

Sample Curriculum for Proficiency Standard 3:
Evaluate social systems and institutions

The student will be able to:

3.1 Determine the components of safe and healthy home, work, and community environments.
3.2 Identify and explain how to access community resources and services.
3.3 Summarize history and function of social systems and institutions.
3.4 Critique the influence of politics and economics in decision making.
3.5 Identify the interrelationships of public and private social agencies.
3.6 Understand the need for community in a diverse society as well as the effects of fragmentation and isolation.

This curriculum sample addresses competency 3.2, 3.3, 3.4 and 3.5 with major focus on competency 3.2 and 3.3.

PROBLEM TO BE ADDRESSED: **What are social systems and institutions, how have they developed/changed over the last 100-150 years, and how do they currently work.**

Rationale:
This curriculum sample provides integration of history, government/civics, health, economics, and sociology and allows the student to learn about social agencies within the context of a real life situation. This sample addresses homelessness, child neglect and drug use and accessing appropriate social service agencies as a means of addressing these issues. For students to achieve all the competencies listed above, additional instruction will be necessary. It is recommended that faculty in the various content areas collaborate as a means of enriching the curriculum content.

Prerequisite/Background Knowledge:
Students have investigated components of safe and healthy home, work and community environments in a previous unit. Review and check for understanding of prior learning.

Instructional Focus:
Teacher presents a case study which includes significant human resources issues. The needs should be clearly identifiable and represent relevant local student concerns.

> It is a cold Wednesday in January. In the parking lot outside a grocery store in Corvallis sits a dilapidated van. Through the open doors you can see ragged bedding, soiled clothing, cans and bottles - evidence that it has been home for it's occupants for some time. Three young children are playing nearby, one obviously of school age, all underdressed for the cold weather of the day. The children appear to be undernourished and as people leave the grocery store they look longingly at the bulging grocery sacks. The mother has an addiction to cocaine - she is slumped in the front seat of the van asleep while the children play unattended.

Human Resources Curriculum Samples

Question 1:

What recommendations do you have for this family?

Content:

Preassessment

Strategies/Activities

1. Personal reflection that addresses the following:
   - a. What is your recommendation for this family?
2. Include a discussion of:
   - a. Short/long term solutions
   - b. Pros and cons, costs and benefits of each?
   - c. What barriers are there to effective resolution of this problem?

(This will serve as a Preassessment to this unit)

Question 2:

What human problems are represented in this scenario?

Content:

(Preassessment)

Strategies/Activities:

1. Whole class brainstorms about human problems represented in this scenario.
2. Review the components of a safe and healthy home, work, and community environment.

Question 3:

What do you need to know to understand these human problems?

Content:

1. Government/Legal Issues: Child welfare/Neglect, Education/School attendance
2. Sociology: Life Roles
3. Economics: Poverty/Homelessness
4. Psychology: Human Needs

Strategies/Activities:

1. Describe how the six life roles are embedded in this case study. (Family member, consumer, individual, learner, producer, citizen).
2. Assign each group a life role. How is each life role represented in this scenario?
3. Present content on poverty, homelessness, child neglect, school attendance, human needs.

Human Resources Curriculum Samples

Resources:

Human Development. Papalia, Diane E. & Olds, Sally Kos. (1989). McGraw Hill Inc. NY, NY (Psychology Text) "Maslow Hierarchy of needs"

People in Crisis. Hoff, Lee Ann. (1989). Addison Wesley: Redwood City, CA

Educational Pamphlets and Brochures. (See listing on page 22) "Child Abuse/Neglect"

Street Lives: An Oral History of Homeless Americans. Staay, Steven. (1992). New Soc Publications: Philadelphia, PA

The Mind: Addiction. VHS, PBS Adult Learning Service. 1-800-257-2578. (Cocaine Addiction).

People in Systems: A model for development in the Human Service professions and education. Egan, G & Cowan, M. (1989). Brooks/Cole, Wadsworth Monteray, CA

Magazine Index. (Infotrac, Academic Index, etc.)

CD Rom (library access)

Reader's Guide To Periodic Literature (Library Reference) Key Terms: Poverty, Child Abuse, Homelessness.

Question 4:

How can these problems be addressed?

Content:

(Preassessment)

Strategies/Activities:

1. Assign each group one of the previously identified problems.
2. Brainstorm how these problems can be resolved.

Resources:

International Encyclopedia of Social Science. Sills, David, Editor. (1968). McMillan Ind New York, NY

Question 5:

What is the definition of a social service agency?

Content:

1. Sociology: Community Resources

Strategies/Activities:

1. Student generate list of social service agencies. Assign each group a different agency. List all the things you think that agency does.
2. Compare lists - derive definition of "Social Service."

Resources:

The Greenwood Encyclopedia of American Institutions: Social Service Organizations, Vol. 1,2,3. Romanofsky, Peter, Editor. Greenwood Press: Westport, Conn.

Dictionary of Social Welfare. Timms, Noel and Rita. (1982). Routledge and Kegan Paul Inc. Boston, Mass.

Delivering Human Services. Halley, A., Kopp, J. & Austin, M. (1992). Longman: White Plains: NY

Question 6:

a. **How would these problems have been addressed at various other times in history?**

b. **What were the major trends through time and their influences on social institutions?**

Content:

1. U.S. History: social institutions, major events 1865-present, social/political/cultural
2. Philosophy: the human struggle, human nature, personal responsibility
3. English: American literature
4. Sociology: demographics, poverty, the family
5. Social trends/policies
6. Psychology: human needs
7. Cultural Anthropology: non-dominant culture in America

Strategies/Activities:

1. Divide class into groups. Assign each group a period of time to investigate (1865-1899, 1900-1924, 1925-1949, 1950-1974, 1975 to present, present with future projections).
2. Research what social services and agencies were available during that time period. What were the major events and social trends (demographics) of that period? What was the key issues/questions of that time? Compare personal responsibility vs. Government responsibility. Prevention vs. Intervention
3. Reassign students to include one researcher from each time period (jigsaw). Create a time line that reflects the data. Make an oral presentation interpreting trends through time and their influences on social institutions. Include projections for the future.

Resources:

Child Abuse and Neglect Statistics, 1987. State of Oregon Dept. Of Human Resources Children's Services Division, Salem, Oregon

Correction & Prevention. Henderson, C.R., Editor. (1910). Charities Pub. Committee: New York, NY

Datapedia of the United States: 1790-2000. Kurian, G.T. (1994). Bernan Press: Lanham, MD. *Collaborate with Media Specialist and Language Arts teachers to develop a bibliography of literary works of time periods. (Ex. Grapes of Wrath, Go Ask Alice, etc.)

Human Resources Curriculum Samples

Encyclopedia of Human Behavior, Vol 1-4. Ramachandran, V.S. (Ed.)(1994). Academic Press, Inc. NY, NY *Comprehensive historical reference.

Encyclopedia of Social Work, Vol. 1 & 2. Atkins, Jacqueline. (1987). National Assoc. Of Social Workers, Inc. Silver Spring, Maryland

Historical Statistics of United States Colonial Times to 1970. (1975). Bureau of the Census: Washington, D.C.

Kids Count Data Book: State Profiles of Child Well-Being. Kids Count, Center for the Study of Social Policy. 1250 Eye Street NW, Suite 503 Washington, DC 20005 ($12.50 +postage)

This Fabulous Century. Time-Life Books. (1988). Time Magazine: New York, NY.

Timetables of History. Grun, Bernard. (1991, 3rd edition). Simon & Shuster: New York, NY. *Excellent comprehensive source of literary works recorded in time periods.

Trends in Social Work, 1874-1956. Bruno, F.J. (1957). Columbia University Press: New York, NY

Question 7:

- a. **What social service agencies are available in our local area?**
- b. **What is the relationship between the different agencies (Federal, state, local, private)?**
- c. **What information do you need to know about social service agencies to determine which might be involved in this case?**
- d. **Which agencies might be involved in this case?**

Content:

1. Government: services and how they are organized and created
2. Economics: Funding (public/private, profit/non-profit
3. Poverty
4. Systems theory: Integrated systems, individual systems, processes, communication, rules, roles
5. Sociology: demographics
6. Computer application: database

Strategies/Activities:

1. Research telephone books and other interagency guides for social service agencies. Categorize them. Identify federal, state, local, and private agencies.
2. How do the different agencies relate to each other?
3. Students generate interview questions for research about agencies. Suggested questions students might ask agency representatives:
    - a. Where do you get your funding?
    - b. What population do you serve?
    - c. Trends in needs and population served?
    - d. What led to the creation of your agency?
    - e. What other groups does your agency work with?
    - f. How does a person access your services?
    - g. How does a person qualify for services?

   h. What happens when your agency is contacted?
   i. What is your funding contingent on?
   j. How does your agency collect data and track?
   k. How does your agency report information and what format do the use? (Obtain examples and samples
   l. What training is necessary for position?
4. Compile all of the details gathered in item 3 into a data base.
5. Present content on database structure, function and creation.

Resources:

Local Phone Directory: Community services, state and local government services.
Helpline: Directory of Human Services
Local guest speakers: AFDC, Child Protective Service,
Community Police, Salvation Army
Mental Health Dept., school counselors, etc.
*Encyclopedia of Social Work, Vol. 1 & 2. Atkins, Jacqueline. (1987). National Assoc. Of Social Workers, Inc: Silver Spring, Maryland. *(Excellent comprehensive resource for sample. Contents include information on poverty, child neglect, drug use, definition of social work, history of social services institutions, funding, homelessness, etc.
Police As Problem Solvers. Toch, Hans and Grant, Douglas. (1991). Plenum Press: New York, NY

Question 8:

How do agencies report information and in what format?

Content:

1. Language: Technical reading and writing skills

Strategies/Activities:

1. Using social service agency reporting formats, write a report based on the scenario by using samples obtained in the interview process.
2. Interview agency representative for this information.

Resources:

Sample Reports: Teacher obtains from agencies - (Confidentiality maintained)
Agency Forms: Teacher or student obtains

Question 9:

What procedures are put in motion when particular agencies are contacted?

Content:

1. Government: protocol
2. Legal issues
3. Scope of responsibility
4. Rules and regulations
5. Philosophy: ethics

Strategies/Activities:

1. Each group create a map or flowchart of the procedures set in motion when their agency is contacted.
2. Post charts and compare procedures.

Resources:

Datapedia of the United States: 1790-2000. Kurian, G.T. (1994). Bernan Press: Lanham, MD
Interview: Agency Representative
Constitutional Rights Foundation: 1-800-488-4CRF
United Way Organizations (local chapters in phone directory)

Description of a successful performance:

1. Flowchart will enable viewer to track the path that would be followed from initial action to resolution of the problem.
2. Clearly represents the complexity of the problem.
3. Visual representation readily conveys meaning.
4. Correct use of graphic flowchart elements.

Assessment Activity:

1. Summarize what you have learned by making a recommendation for this family.
2. Discuss:
   - a. What are some long/short term solutions to these problems?
   - b. What are the pros and cons of various solutions, the costs/benefits of each?
   - c. What are some barriers to effective resolution of this situation?
   - d. What changes is our social institutions and/or agencies would you recommend in order to better serve this family?
3. Invite a panel of local social service agency representatives to the classroom. Students will present reports regarding their research and recommendations dealing with this case study.

Description of a successful performance:

1. Proposed solution addresses the critical elements of the problem.
2. Proposed solution is mindful of desired impact and constraints.
3. Proposed solution is feasible in the local context.
4. Proposed solution is based on an accurate interpretation of the data.
5. Presentation is clear and focused.
6. The main ideas stand out and are developed by strong supporting detail suitable to audience and purpose.
7. Presentation has effective structure and organization.
8. Review the personal reflection paper that the student did at the beginning of instruction. Compare your initial recommendations to the final report. What have you learned?

Human Resources Curriculum Samples

EDUCATIONAL PAMPHLETS, BROCHURES, RESEARCH AND STATISTICS, SPECIAL REPORTS

PUBLICATION	DATE	COST
Educational pamphlets and brochures:		
Recognizing and Reporting Child Abuse and Neglect: An Explanation Of Oregon's Mandatory Child Abuse Report Law (37 pages)	March, 1985	1-10 copies free More than 10 copies @ 50¢/copy
Child Protective Services Legal and Administrative Framework	1986	Free
Responding to Child Sexual Abuse (24 pages)	Feb., 1988	1-10 copies free More than 10 copies @ 50¢/copy
Issues & Answers About Child Protective Services (Brochure)	Oct., 1988	Free
Research and Statistics:		
A Study of Intake to Child Protective Services (51 pages) *Limited Supply*	May, 1995	Free
1986 Child Abuse and Neglect Statistics (43 pages)	Feb., 1988	Free
1987 Child Abuse and Neglect Statistics (57 pages)	Dec., 1988	Free
An Outcome Study of Child Protective Services (54 pages)	Nov., 1986	Free
Special Reports:		
The Oregon Report on Juvenile Sexual Offenders	Dec., 1986	
Executive Summary (17 pages)		Free
Full Report (74 pages)		$4.00/copy
A Report on the Prosecution of Child Sexual Abuse Cases in Oregon (91 pages) *Limited Supply*	Oct., 1987	Free
Ending an Epidemic: Recommendations for Improving Oregon's Response to Child Abuse and Neglect (61 pages) *Limited Supply*	April, 1988	Free
A Unified Approach to Treatment: Recommendations of the Family Therapy/Sex Abuse Treatment Task Force (43 pages) *Limited Supply*	April, 1988	Free

Areas of Emphasis

1. Childhood Care and Education
2. Criminal Justice
3. Educational Assistant
4. Fire Science/Technology
5. Human Services

Criteria used to define the areas of emphasis for this project:

1. The areas of emphasis represent Human Resources occupational categories.
2. The areas of emphasis facilitate attainment of a Professional Technical Associate Degree.
3. The areas of emphasis allow for educational attainment beyond the Professional Technical Associate Degree.

Human Resources Certificate of Advanced Mastery
Area of Emphasis # 1: CHILDHOOD CARE AND EDUCATION

The following pages identify proficiency standards and competencies for the Childhood Care and Education Area of Emphasis. A school district may elect to teach to these proficiency standards and competencies in conjunction with the core proficiency standards and competencies for Human Resources.

1. HUMAN GROWTH AND DEVELOPMENT

The student will be able to:

1.1 Know basic information about the stages of physical, social, cognitive, emotional, language growth, and development.
1.2 Recognize differences between major theorists.
1.3 Recognize differences in individual learning styles and find ways to work effectively with each child.
1.4 Understand the importance of play and often participate in children's play as a partner and facilitator.
1.5 Understand children's explorations, concerns, and curiosities about their own and others' bodies and respond with information at their level.
1.6 Recognize signs of possible physical disabilities, developmental delays, and share concerns with a supervisor.

2. CHILD ABUSE PREVENTION AND REPORTING

The student will be able to:

2.1 Recognize signs and symptoms of child abuse and neglect.
2.2 Know child abuse reporting laws and procedures.
2.3 Report suspected child abuse and neglect to supervisor.

3. GUIDANCE

The student will be able to:

3.1 Demonstrate knowledge of and practice positive guidance methods.
3.2 Demonstrate realistic expectations for young children's social behavior.
3.3 Encourage children to play with others crossing racial, language, ethnic, age, gender, and disability lines.
3.4 Help children and parents deal with such typical issues as separation anxiety, negative behavior, shyness, sexual identity, and making friends.

4. OBSERVING, RECORDING, AND ASSESSING

The student will be able to:

4.1 Develop skills in observing and recording information about children and their families.
4.2 Assess children's growth in relation to developmental norms.

5. HEALTH, SAFETY, AND NUTRITION

The student will be able to:

5.1 Understand components of a safe and healthy learning environment.
5.2 Maintain safe and healthy learning environments.
5.3 Use appropriate sanitary practices for self and children.
5.4 Know location of safety equipment and how to use it.
5.5 Know about safety standards for toys and equipment.
5.6 Anticipate and make plans to prevent potentially dangerous situations.
5.7 Report possible physical hazards.
5.8 Demonstrate knowledge of adequate ventilation, lighting, and room temperatures.
5.9 Follow procedures for care of sick children.
5.10 Assist with appropriate nutrition education activities for children.

6. CHILDHOOD CARE AND EDUCATION MANAGEMENT

The student will be able to:

6.1 Demonstrate knowledge of child care regulations in different settings.
6.2 Demonstrate awareness of the record keeping needed for programs such as USDA Food Meal Program, immunization records, etc.
6.3 Write accident reports.
6.4 Know location of phone numbers for contacting parents and emergency services, and know procedure for emergency calls.
6.5 Show an awareness of software programs that are used for record keeping and management of center operations.

7. INTERPERSONAL DEVELOPMENT AND COMMUNICATIONS

The student will be able to:

7.1 Enjoy children and directly express that enjoyment to them.
7.2 Help children recognize their own and other's feelings, similarities, and differences and help them empathize with others.
7.3 Listen attentively to children, trying to understand what they want to communicate.
7.4 Have affectionate and appropriate physical contact with each child.
7.5 Talk with children about safety in a reassuring manner.
7.6 Accept feedback from colleagues, supervisors, and parents in a constructive way.
7.7 Participate as a team member to create a positive working environment.
7.8 Take responsibility for communicating own ideas and concerns to colleagues and supervisors.

8. DIVERSITY TRAINING

The student will be able to:

8.1 Work effectively with people from a variety of backgrounds, cultures, and experiences.
8.2 Respect each family's cultural background, lifestyle, religious beliefs, and child rearing practices.

8.3 Recognize and help others recognize the needs of children and families who speak a different language and operate in a different cultural context.
8.4 Use both English and the child's home language.
8.5 Support child's attempts to use English without losing his/her ability to communicate in their home language.
8.6 Support a differently abled child by following that child's individual education plan

9. LEARNING ENVIRONMENTS

The student will be able to:

9.1 Use equipment and materials that children can explore and master by themselves.
9.2 Develop plans for learning environments using resources like catalogues.

10. CURRICULUM

The student will be able to:

10.1 Demonstrate an awareness of developmentally appropriate child care practices.
10.2 Use techniques and activities that stimulate children's curiosity, inventiveness, problem-solving, and communication skills.
10.3 Use materials that demonstrate acceptance of each child's sex, diversity, family race, language, and culture.
10.4 Include a variety of music, art, literature, dance, role playing, celebrations, and other creative activities from the children's culture(s) in program activities.
10.5 Identify children's software programs suitable for use in child care programs.
10.6 Teach children basic health habits.
10.7 Talk and role play with preschoolers about safety precautions including playground equipment, fire drills, etc.
10.8 Evaluate the appropriateness of curriculum activities.

11. PROFESSIONALIZATION

The student will be able to:

11.1 Identify need for professional growth and development.
11.2 Participate in professional and personal development.
11.3 Recognize that care-giver fatigue, low morale, and lack of work satisfaction decreases effectiveness and find ways to manage/meet his/her personal needs to maintain energy and enthusiasm.
11.4 Recognize relation between meeting personal needs and maintaining enthusiasm.
11.5 Keep personal information about families and children confidential.
11.6 Understand the relationship between provider and families.
11.7 Earn a first aid certificate.
11.8 Earn an infant and toddler CPR certificate.
11.9 Demonstrate specialized technical computational and reasoning skills.
11.10 Recognize variety of teaching styles.

12. SOCIAL SYSTEMS

The student will be able to:

12.1 Show an awareness of the social service, health, cultural, and educational resources in the community for families.
12.2 Identify the interrelationships of public and private social agencies serving families.
12.3 Work cooperatively with health professionals, educators, and parents to meet the needs of children with disabilities.

13. FAMILIES

The student will be able to:

13.1 Understand the family as a social system.
13.2 Recognize that children's primary care givers may be single mothers or fathers, both parents, a parent and a partner, step-parents, grandparents, uncles, aunts, sisters, brothers, foster parents, or guardians.
13.3 Critique the influence of politics and economics in decision making about children and families.
13.4 Understand the relationship between changes in the work force and the need for child care for working parents.
13.5 Show an awareness of how different legislation effects funding of child care.

Human Resources Certificate of Advanced Mastery
Area of Emphasis # 2: CRIMINAL JUSTICE

The following identifies proficiency standards and competencies for the Criminal Justice Area of Emphasis. A school district may elect to teach to these proficiency standards and competencies in conjunction with the core proficiency standards and competencies for Human Resources.

Proficiency Standard 1: **Demonstrate knowledge of the problem of crime and the response to crime through the criminal justice system.**

The student will be able to:

1.1 Define crime in the context of social, political, and legal issues.
1.2 Explain the extent of crime in the United States and identify methods used to measure crime.
1.3 Explain the goals, philosophies, and historical development of the criminal justice system.
1.4 Explain the components of the criminal justice system and its place within the governmental structure.
1.5 Describe the criminal justice process from initial police response through conviction and punishment.
1.6 Describe the juvenile justice system and compare its structure and function to the adult criminal justice system.
1.7 Identify trends in criminal justice administration and analyze contemporary issues in the field.
1.8 Distinguish the difference between civil and criminal law.

Proficiency Standard 2: **Demonstrate knowledge and application of principles specific to law enforcement within the criminal justice system.**

The student will be able to:

2.1 Describe historical development of police.
2.2 Describe the roles, organization, functions and jurisdiction of law enforcement agencies.
2.3 Explain the nature of police work as it relates to crime prevention and control.
2.4 Define the role of the law enforcement officer at the local, state, and federal level.
2.5 Explain the legal concepts of "preponderance of evidence," "probable cause," and "proof beyond a reasonable doubt."
2.6 Describe the use of science and technology in criminal investigations.
2.7 Demonstrate the differences between "spirit of the law" vis a vis "letter of the law."
2.8 Explain community policing and how it relates to small, medium and large communities.
2.9 Define the role of the law enforcement officer in the context of his own community and their expectations.
2.10 Understand how different cultures view all elements of the criminal justice system.
2.11 Explain the ethical issues specific to law enforcement.

Proficiency Standard 3: **Demonstrate knowledge of principles specific to the courts and judicial process in criminal justice administration.**

The student will be able to:

3.1 Describe the historical development of courts and the judicial system in the United States.
3.2 Explain the relationship of the courts to the criminal justice system and to society.
3.3 Describe the role of the prosecutor, defense attorney, and judge.
3.4 Describe systems of providing prosecution and defense services.
3.5 Define jurisdiction.
3.6 Define the roles and structures of the state and federal court systems.
3.7 Describe the system of bail and pretrial detention.
3.8 Describe the concept and process of plea bargaining.
3.9 Describe the process of reaching verdicts, the appeals process, and post-conviction remedies.
3.10 Understand the application of the Bill of Rights and the Constitution as they relates to personal freedom.
3.11 Describe the role of a jury in a criminal trial, including selection of the jury.
3.12 Explain the distinction between all forms of hearings and trials.

Proficiency Standard 4: **Demonstrate knowledge of principles specific to the field of corrections and the process of criminal justice administration.**

The student will be able to:
4.1 Describe the history and philosophy of punishment and corrections in the United States.
4.2 Explain sentencing philosophy.
4.3 Identify factors that go into a sentencing decision.
4.4 Describe the meaning of diversion and diversionary programs.
4.5 Define federal, state, and local corrections structures and practices.
4.6 Explain the variety of correctional institutions at the local, state, and federal level.
4.7 Describe the function of community-based corrections in the United States.
4.8 Identify and explain alternatives to incarceration such as electronic surveillance, half-way houses, community service, etc.
4.9 Explain the concepts of parole and probation.

Human Resources Certificate of Advanced Mastery
Area of Emphasis # 3: EDUCATIONAL ASSISTANT

The following identifies proficiency standards and competencies for the Educational Assistant Area of Emphasis. A school district may elect to teach to these proficiency standards and competencies in conjunction with the core proficiency standards and competencies for Human Resources.

The student will be able to:

1.1 Identify and describe current public laws related to education.

1.2 Understand the importance of and maintain strict confidentiality regarding school and student information.

1.3 Model and promote professional and ethical behavior.

1.4 Demonstrate an understanding of interrelationships between home, school and community.

1.5 Describe the relationship between learning styles and educational practices.

1.6 Demonstrate an understanding of the interrelationships of the educational system and other social agencies (public or private).

1.7 Summarize the roles of federal, state, county and local educational agencies.

1.8 Identify and define various handicapping conditions.

1.9 Describe ways to accommodate the requirements of students with special needs.

1.10 Describe and demonstrate techniques for promoting a positive classroom environment.

1.11 Communicate and model positive attitudes toward learning.

1.12 Implement lesson plans for instructional activities.

1.13 Follow written and oral directions.

1.14 Assess the behaviors, values, and skills required of an educational assistant in the school setting.

1.15 Observe and report critical incidents to appropriate supervisors.

1.16 Demonstrate basic first aid and CPR techniques.

1.17 Prepare a variety of instructional materials.

1.18 Set up and operate media equipment in the school.

1.19 Operate the computer for record keeping and instructional purposes using current software.

1.20 Work with students in a variety of educational settings.

1.21 Demonstrate the ability to work with groups of children.

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Area of Emphasis # 4: FIRE SCIENCE/TECHNOLOGY

The following identifies proficiency standards and competencies for the Fire Science/Technology Area of Emphasis. A school district may elect to teach to these proficiency standards and competencies in conjunction with the core proficiency standards and competencies for Human Resources.

BASIC FIRE FIGHTER COMPETENCIES

Proficiency Standard 1: **The student will become familiar with an overview of the evolution of the fire service as a career.**

The student will be able to:

1.1 List major events in humankind's association with fire.
1.2 Describe the historical evolution of fire protection.
1.3 Describe the fire service entrance and promotional process.
1.4 Demonstrate awareness of and agility to accommodate changing work conditions and expectations.

Proficiency Standard 2: **The student shall demonstrate cardiopulmonary resuscitation procedures.**

The student will be able to:

2.1 Demonstrate how to do a primary survey for life-threatening injuries.
2.2 Describe the procedures for establishing an open airway in a person.
2.3 Demonstrate mouth-to-mouth and mouth-to-nose resuscitation.
2.4 Identify three signs on cardiac arrest.
2.5 Demonstrate cardiopulmonary resuscitation.
2.6 Describe two methods of removing an obstruction from the throat of a choking victim.

Proficiency Standard 3: **The student shall be able to understand the organization of fire service delivery in their locale.**

The student will be able to:

3.1 Draw chain-of-command chart of his/her fire department.
3.2 Explain the organizational structure and purpose of fire departments.
3.3 Identify the fire department policies, rules, and regulations that apply to the position of firefighter.
3.4 Identify the standard operating procedures which affect the position of firefighter.
3.5 Identify the safety policies that affect the position of firefighter.
3.6 Identify various types of apparatus and equipment and the function of each.

3.7 Identify the location of tools and equipment on his/her primary assigned apparatus.
3.8 Identify common fire prevention tasks of firefighters.

3.9 Identify the purpose and explain functioning of detection and protection systems.
3.10 Describe role of firefighter in arson or fire investigation.
3.11 Explain how various sate and regional organizations impact the fire service.
3.12 Describe the role of national agencies and organizations with regard to emergency response/prevention.

Proficiency Standard 4: **The student shall understand and relate the chemistry and physics of fire development in confined and open environments.**

The student will be able to:

4.1 Identify the components of the fire tetrahedron.
4.2 Define fire.
4.3 Describe the following potential stages of fire: incipient, smoldering, free burning.
4.4 Define back draft and identify at least three characteristics which may indicate a back draft condition.
4.5 Define flash over and identify at least three characteristics which could contribute to flash over.
4.6 Define three methods of heat transfer.
4.7 Identify the three physical stages of matter in which fuels are commonly found.
4.8 Define flash point and ignition temperature.
4.9 Identify three products of combustion commonly found in structural fires which create a life hazard.

Proficiency Standard 5: **The student shall demonstrate knowledge and principles of basic fire fighting techniques.**

The student will be able to:

(SMALL TOOL-KNOTS-EXTINGUISHER)

5.1 Identify and demonstrate the use of cutting, prying, pushing/pulling, and striking types of manual forcible entry tools.
5.2 Demonstrate the components of knots, including the bight, loop, round turn, half hitch, standing end, and running end, as used in tying knots and hitches.
5.3 Given the proper rope, demonstrate tying knots, including the bowline, clove hitch, sheet bend, figure eight, figure eight on a bight, figure eight on a bend, figure eight follow-through loop, and describe how each can be used.
5.4 Demonstrate the operation of a portable fire extinguisher.
5.5 Identify the appropriate extinguisher for the various classes of fire.
5.6 Describe how each extinguishing agent extinguishes a fire.
5.7 Describe what the portable extinguisher rating system means.
5.8 List at least five items to look for during a portable fire extinguisher inspection.

(LADDERS I)

5.9 Demonstrate removing, carrying, raising, and climbing the following ladders: straight, roof, extension, folding
5.10 Identify each type of ladder and describe its use.
5.11 Demonstrate the techniques of working from ground ladders with tools and appliances.
5.12 Describe potential hazards associated with carrying and raising ground ladders.
5.13 Identify at least five items to check to insure a safe ladder climb.

(HOSE I)

5.14 Identify the sizes, types, amounts, and use of hose carried on apparatus.
5.15 Demonstrate the use of nozzles, hose adapters, and hose appliances carried on apparatus.
5.16 Demonstrate coupling and uncoupling fire hose.
5.17 Given the necessary equipment, advance dry and charged hose lines from apparatus:
    a. Into a structure
    b. Up a ladder into an upper floor window
    c. Up an inside stairway to an upper floor
    d. Down an outside stairway to a lower floor
5.18 Connect a fire hose to a hydrant and fully open and close the hydrant.
5.19 Demonstrate three types of hose rolls.
5.20 Demonstrate the loading of fire hose on fire apparatus.
5.21 Demonstrate two types of hose carries.
5.22 Identify and demonstrate the various methods of laying a supply line.
5.23 Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; inspecting them for damage; and recommend replacement or repair as needed.
5.24 Describe precautions to take to prevent the following types of injury to hose:
    a. Mechanical
    b. Heat
    c. Mold/mildew
    d. Chemical

(SALVAGE COVERS)

5.25 Describe the purpose of salvage and its value to the public and the fire department.
5.26 Demonstrate folds, rolls, and throws of salvage covers.

(FIRE STREAMS I)

5.27 Describe two ways that fire streams are used to reduce temperatures and provide personal protection.
5.28 Define water hammer and at least one method for its prevention.
5.29 Demonstrate how to open and close a nozzle.
5.30 Demonstrate pattern selection on a combination nozzle.

5.31 Describe two characteristics of the following types of fire streams: solid, fog, broken.
5.32 Describe the most efficient fire stream to use in each of the following fire situations and why it should be used: structural, flammable liquids, electrical equipment, combustible metals.
5.33 In a simulated fire environment, demonstrate the procedures for suppressing Class A fires using direct, indirect, and combination attack methods.

(VENTILATION I)

5.34 Describe the principles of ventilation and identify the advantages and effects of ventilation.
5.35 Demonstrate the safe use of tools and equipment used for ventilation.
5.36 Demonstrate use of smoke ejector.
5.37 Describe ventilation using water fog.
5.38 Identify the dangers present and precautions to be taken in performing ventilation.
5.39 Identify at least five (5) different types of roofs and describe the techniques used to ventilate each type, using hand tools.

(SEARCH AND RESCUE)

5.40 Identify procedures used to search for victims in simulated burning or smoke-filled buildings.
5.41 Demonstrate removal of an injured person from the immediate hazard by use of carries, drags, and stretchers.
5.42 Demonstrate bringing an "injured person" down a ground ladder.

(BREATHING APPARATUS)

5.43 Identify three hazardous atmospheres encountered as a firefighter and explain the consequences of entering such an atmosphere without breathing apparatus.
5.44 Demonstrate the use of protective breathing apparatus in a restricted visibility environment.
5.45 Describe how pressure-demand breathing apparatus work.
5.46 Demonstrate the over-the-head and coat methods of donning breathing apparatus while wearing protective clothing.
5.47 Describe the steps to determine that breathing apparatus is ready for use.
5.48 Demonstrate how to change an empty air cylinder.
5.49 Demonstrate the length of time he/she is able to wear a SCBA while in a working environment before the low pressure alarm sounds, and identify how much time he/she has to safely exit a hazardous environment after it sounds.
5.50 Demonstrate the procedure for cleaning and sanitizing protective breathing apparatus.

5.51 Demonstrate use of breathing apparatus under the following conditions.
  a. Assisting other firefighters (students)
  b. Conserving air
  c. Restricted use of the by-pass valve

5.52 Describe the following with regard to all types of protective breathing apparatus used by the local fire department for firefighting purposes:
  a) Physical requirements of the wearer
  b) Limitations of the apparatus
  c) Safety features

(SAFETY AND SURVIVAL)

5.53 Identify at least three of the most common causes of firefighter deaths and injuries.

5.54 Describe at least three of the most common behavior problems and attitudes that contribute to firefighter deaths and injuries.

5.55 Give an actual incident scenario, identify the safety problems encountered and suggest effective solutions.

5.56 Describe the firefighter's responsibility, accountability, and role in modifying behavior patterns which impact firefighter safety and survival.

5.57 Identify proper protective clothing and indicate when and how it should be worn.

5.58 Demonstrate awareness of the existence and intent of:
  a. Oregon Occupational Safety and Health Codes, OAR 437, Division 2, as it relates to firefighting.
  b. NFPA 1500 Fire Department Occupational Safety and Health Program.

Proficiency Standard 6: **The student will identify and provide a basic hazard assessment and recognition of a hazardous material incident.**

The student will know:

(Hazardous Materials Awareness Overview)

6.1 The term "hazardous materials."

6.2 Why hazardous materials are a problem and who has to deal with them

6.3 D.O.T. basic safety guidelines for initial actions at hazardous material incidents.

6.4 Why there are no hazardous materials experts.

6.5 The purpose of intervention by emergency responders at hazardous material incidents.

6.6 The priorities emergency responders are to utilize in making decisions at hazardous material incidents.

6.7 The regulatory mandates for hazardous material training.

6.8 The OSHA levels of hazardous material emergency response.

6.9 His or her responsibilities when dealing with a hazardous material incident.

6.10 Oregon's "Teams" concept for Haz-Mat response.

6.11 Incident command system.

(Detecting Hazardous Materials)

6.12 The need to use a cautionary approach at all times when responding to a hazardous material incident.

6.13 How hazardous materials may be present at all transportation incidents.

6.14 How normally safe household products can behave if involved in a transportation incident.

6.15 Outward warning signs emergency responders can utilize to detect the presence of hazardous materials.

6.16 How to detect the presence of hazardous materials based on the following:
  a. occupancy/location
  b. Container shapes
  c. Markings and colors
  d. Placards and labels
  e. Hazardous material papers
  f. Senses

6.17 How emergency responders are to proceed in handling an incident if the presence of hazardous materials is not definitely known.

6.18 What type of shipper transports the greatest number and variety of hazardous materials in small containers.

6.19 How to use the National Fire Protection Association 704 marking system to identify hazard categories and the degree of hazard severity to be found at a fixed facility.

6.20 The purpose of D.O.T. labels and placards.

6.21 Where to look for labels and placards.

6.22 How to use the identification features of labels and placards to determine the hazard class of a hazardous material.

6.23 The minimum quantity of hazardous material that should be present if a placard is observed.

6.24 The proper name and location of shipping papers utilized in each mode of transportation.

6.25 The major limitation of using your senses to detect the presence of hazardous materials.

6.26 When and how to notify local/state authorities of a hazardous material incident.

6.27 The Department of Transportation categories and classifications of hazardous materials.

6.28 The following with regard to the Oregon Emergency Response System (OERS) Plan:
  a. How to contact OERS
  b. What assistance they can provide
  c. What information you need to supply them

(Identification and Basic Hazard Assessment)

6.30 The information contained in shipping papers and container markings that will assist emergency responders in identifying hazardous materials, including:
  a. Proper shipping name
  b. 4-digit identification number
  c. Hazard class
  d. Reportable quantity
  e. Tank car commodity identification

6.31 The primary purpose of the D.O.T. *Emergency Response Guidebook*.

6.32 The organization of the D.O.T. *Emergency Response Guidebook*.

6.33 The following terms and phrases used in the D.O.T. *Emergency Response Guidebook*:
  a. "Isolate the hazard area and deny entry"
  b. "Evacuate"

6.34 Where information on explosives in contained in the D.O.T. *Emergency Response Guidebook*.

6.35 The purpose and use of the numerical and alphabetical indexes and the table of placards in the *D.O.T. Emergency Response Guidebook*.

6.36 When to use the D.O.T. *Emergency Response Guidebook* recommendations for incident isolation and evacuation.

6.37 The emergency action guide to be used when the hazardous material cannot be identified.

6.38 Available resources for dealing with radioactive shipments.

6.39 Locate the correct D.O.T. emergency action guide using:
  a. 4-digit identification number
  b. Hazard class name
  c. Container markings
  d. Placards
  e. U.N. and I.M.O. identification numbers
  f. Shipping papers

6.40 Select the correct isolation and evacuation distance from the Table of Isolation and Evacuation distances.

6.41 Locate the guidelines for initial action when the material is not known and cannot be identified.

6.42 Describe what CMEMTREC is and information that they can provide to emergency responders.

6.43 Participate in mock Haz-Mat exercises.

BASIC FIGHTER TASK PERFORMANCE

Proficiency Standard 7: **The student must be able to perform the following tasks safely, swiftly, and with competence within the prescribed time limits.**

The student will be able to:

7.1 Demonstrate the use, care, and maintenance of all personal protective clothing used by the local fire department for firefighting purposes.

7.2 Identify and demonstrate the use of all manual type forcible entry tools available in the department.

7.3 Demonstrate the tying of a bowline knot, a clove hitch, a sheet bend, a figure eight, a figure eight on a bight, a figure eight on a bend, and a figure eight follow-through loop, after selecting the proper size of rope.

7.4 Select the proper extinguisher for a simulated fire and demonstrate proper use.

(Ladders I)

7.5 Remove each type of ladder (used by the department) from its normally stored position and carry it a minimum of 100 feet - as an individual or with one other person. Return each ladder to its normally stored position when finished.

7.6 Remove a straight or roof ladder from its normally stored position and raise it using the one-man flat raise. Return each ladder to its normally stored position when finished.

7.7 Raise short and medium extension ladders and climb and descend the full length.

7.8 Working from ground ladders with tools and appliances.

7.9 Identify the location, size, amount, construction, and use of all hose carried on his/her normally assigned apparatus.

7.10 Demonstrate the use of nozzles, hose adapters, and hose appliances carried on apparatus.

7.11 Advance dry and charged hose lines from a pumper into a structure and up or down a stairway.

7.12 Connect a fire hose to a hydrant and fully open and close the hydrant.

7.13 Demonstrate hose rolls used by the department for storage, load finishes, and hose bundles.

7.14 Properly load and carry or drag a single length of hose.

7.15 Demonstrate the coupling and uncoupling of fire hose.

7.16 Identify and demonstrate the various methods of laying a supply line.

7.17 Describe and demonstrate the inspection, service, and cleansing of hose and nozzles.

(Salvage Covers)

7.18 Demonstrate folds, rolls, and throws of salvage covers.

(Fire Streams I)

7.19 Demonstrate how to open and close a nozzle and pattern selection on a combination nozzle.
7.20 Demonstrate, in a simulated fire environment, suppressing a Class A fire using direct, indirect, and combination attack.

(Ventilation I)

7.21 Hang an exhaust fan in a doorway
7.22 Ventilate a building by projecting a fog stream through an open door or window.
7.23 Demonstrate the safe use of tools and equipment used for ventilation.

(Search and Rescue)

7.24 Search for victims in a simulated burning or smoke-filled building.
7.25 Remove an injured person from the immediate hazard by use of carries, drags, and stretchers.
7.26 Assist a conscious, uninjured person down a ground ladder.

(Breathing Apparatus I)

7.27 Don a breathing apparatus while wearing protective clothing and use of protective breathing apparatus in a restricted visibility environment.
7.28 Demonstrate how to change an empty air cylinder.
7.29 Demonstrate the procedure for cleaning and sanitizing protective breathing apparatus.
7.30 Demonstrate the use of breathing apparatus while assisting other firefighters (students), conserving air, and under restricted use of the by-pass valve.

Human Resources Certificate of Advanced Mastery
Area of Emphasis # 5: HUMAN SERVICES

The following identifies proficiency standards and competencies for the Human Services Area of Emphasis. A school district may elect to teach to these proficiency standards and competencies in conjunction with the core proficiency standards and competencies for Human Resources.

The student will be able to:

1.1 Understand sexual harassment, sexism, ethical dilemma (personal and agency).

1.2 Understand religious and cultural influences on human behavior.

1.3 Demonstrate ability to work independently as well as interdependently.

1.4 Demonstrate effective interviewing skills through both face-to-face and telephone interviews.

1.5 Identify psychological requirements unique to Human Services.

1.6 Understand the scientific research process.

1.7 Read and analyze statistics, graphs, and charts.

1.8 Demonstrate knowledge of computers and computer software such as word processing, spread sheets, and data base.

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HUMAN RESOURCES
STATEWIDE
ARTICULATION
DOCUMENT

This agreement is between the postsecondary institutions listed on page 48 and all Human Resources secondary school programs approved by the Oregon Department of Education's Office of Professional Technical Education.

Project Overview

The purpose of the Human Resources 2+2 Tech Prep Articulation project was to develop statewide articulation of secondary professional technical programs in five Human Resources areas of emphasis: Childhood Care and Education, Criminal Justice, Educational Assistant, Fire Science/Technology, and Human Services.

Statewide Committee and Committee Task

To achieve the goal of statewide articulation, individuals in the five discipline areas, representing community colleges, private vocational schools and secondary schools began working on this project during the summer of 1994. Many of these individuals also served as committee members on the Human Resources CAM Statewide Committee. During the summer of 1994, these committee members began determining common courses and/or common course content, competencies necessary for the student to be granted credit, and common credit granting procedures and entrance standards. This work resulted in a Human Resources Statewide Articulation Document. This document lists the specific requirements and procedures for a student to receive articulated credit. Statewide articulation allows any student to receive articulated credit by satisfying the requirements as required by the individual program's area of emphasis and by the postsecondary institution that will award the credit.

The articulation documents begin on the next page.

POSTSECONDARY SCHOOLS PARTICIPATING IN STATEWIDE ARTICULATION

(Listed by Area of Emphasis)

Area of Emphasis	Postsecondary School	Course	Course	Course		Credit
Educational Assistant	Chemeketa CC	**Instructional Media and Materials**	**Introductory Practicum**			6
Fire Science	Chemeketa CC	**Introduction to Fire Protection**				3
	Portland CC					3
Human Services	Blue Mountain CC	**Introductory course dealing with Interpersonal Relations**	**Community Resources**	**Drug Use and Addiction**	**Alcohol Use and Addiction**	6
	Chemeketa CC					6
	Mt. Hood CC					6
	Rogue CC					6
	Southwestern Oregon CC					6
Criminal Justice	Blue Mountain CC	**Introductory course dealing with the Criminal Justice system**				3
	Chemeketa CC					3
	Clackamas CC					3
	Linn-Benton CC					3
	Pioneer Pacific College					3
	Southwestern Oregon CC					3
Childhood Care and Education	Chemeketa CC	**Infant - Toddler Development**	**Preschool Child Development**			6
	Lane CC					3
	Northwest Nannies Institute					6
	Southwestern Oregon CC					6
	Umpqua CC					6

CRITERIA and PROCEDURES FOR ARTICULATED CREDIT

1. Students shall be enrolled in an approved high school program or course at the time of application to the college. Application shall be made during the student's senior year.

2. Articulation with community colleges shall be made through the community college located within the high school's region. If there is no community college in the high school's region, then the high school can contact any one of the participating community colleges.

3. Requirements as specified by area of emphasis:

●**Educational Assistant**

a. Students must complete the competency check-list. Eighty percent (80%) of the listed tasks must be completed at 3 or above for the student to receive full credit.
b. The high school Human Resources teacher will complete the competency check off sheet and rate the student for each task using the defined scale.
c. The high school Human Resources teacher will provide a signed copy to the student.
d. The high school administrator or designee will forward the original competency check list and/or examination to the community college contact.

●**Fire Science**

a. Students must complete a written examination and performance evaluation with score of 80% to receive full credit for the course.
b. The high school Human Resources teacher must contact the Fire Science program director at the selected community college to make arrangement to obtain the examination.
c. The high school Human Resources teacher in cooperation with the local fire agency will complete the competency check off sheet and administer the examination and provide a signed copy to the student.
d. The high school administrator or designee will forward the original competency check list and/or examination to the community college contact.

●**Human Services**

a. Students must demonstrate all skills listed on the competency check-list.
b. The high school Human Resources teacher will complete the competency check off sheet.
c. The high school Human Resources teacher will provide a signed copy to the student.
d. Students must complete a written examination to receive credit for both the Drug Use and Addiction and the Alcohol Use and Addiction courses. The high school Human Resources teacher must contact the Human Services program director at the selected community college to make arrangements for the student to take the examination.
e. The high school administrator or designee will forward the original competency check list and/or examination to the community college contact.

- **Criminal Justice**
  - a. Students must complete eighty percent (80%) of the competencies listed on the check off sheet to receive full credit.
  - b. The high school Human Resources teacher will complete the competency check off sheet.
  - c. The high school Human Resources teacher will provide a signed copy to the student.
  - d. The high school administrator or designee will forward the original competency check list and/or examination to the community college contact.

- **Childhood Care and Education**
  - a. Students must complete eighty percent (80%) of the competencies listed on the check off sheet to receive full credit.
  - b. The high school Human Resources teacher will complete the competency check off sheet.
  - c. The high school Human Resources teacher will provide a signed copy to the student.
  - d. The high school administrator or designee will forward the original competency check list and/or examination to the community college contact.

4. The community college will send a letter of verification to the student with a copy to the high school teacher noting the course accepted and the credit awarded.

5. The community college competencies, performance standards and instructor qualifications required for articulated credit will be reviewed periodically.

6. The School Districts agree to publicize the required competencies and performance standards for the Human Resources Advanced Placement Program to students, teachers, counselors and parents.

GENERAL TERMS and CONDITIONS

1. The period of participation for this Agreement will be from September 1 to August 31 of each year. Any changes in the Agreement will be made only by written mutual consent of the participating parties.

2. The participating Community Colleges and the School Districts agree that all aspects of this agreement will be performed in accordance with the highest professional standards.

3. The parties agree that no person shall, on the grounds of race, color, handicap, creed, national origin, gender or sexual preference be excluded from or denied participation in, or otherwise subjected to discrimination under any activities performed pursuant to this Agreement.

4. Entering into this Statewide Human Resources Articulation Agreement in no way invalidates existing articulation agreements between high schools and community colleges.

Note - This document should not be considered final in terms of articulation for Human Resources. Other areas of emphasis as well as other courses should be given further consideration as efforts in statewide articulation continue.

EDUCATIONAL ASSISTANT

STUDENT COMPETENCY PROFILE

Course name: Instructional Media and Materials

Offered at: Chemeketa Community College ED 133 3 Credits

Course name: Introductory Practicum

Offered at: Chemeketa Community College ED 101 3 Credits

EDUCATIONAL ASSISTANT

INSTRUCTIONS FOR USE:

This list of competencies was developed by representatives from the two Oregon community colleges with Educational Assistant programs and three high school teachers representing secondary programs.

Levels of Competency Attainment

Number	Title	Definition
0	Not Taught	This is not part of the curriculum or the student has not had any exposure to this task.
1	Introductory	Student can do simple parts of task. Needs to be told/shown how to do most of task. 'Needs extremely close supervision.
2	Minimum	Student can perform most parts of task. Needs help only with the most difficult parts. Needs close supervision.
3	Average	Student can perform all parts of the task. Needs only completed work spot-checked. Meets local demand for speed and accuracy. Needs moderate job entry supervision.
4	Proficiency	Student can complete the task quickly and accurately. Can direct others to do task. Needs little supervision.

DIRECTIONS:

The high school Human Resources teacher must complete the articulated credit check-off sheets and rate the student for each competency using the defined 0-4 scale. Eighty percent (80%) of the listed tasks must be completed at a level of 3 or above for a student to receive full credit for the course.

EDUCATIONAL ASSISTANT
Competency Check Off Sheet
INSTRUCTIONAL MEDIA AND MATERIALS

Offered at: Chemeketa Community College ED 133 3 Credits

	Competency Rating (0 - 4)	Teacher's Initials	Date
Set up and operate the following media equipment			
1. 16 mm projector			
2. audio tape recorder/player			
3. record player			
4. slide projector			
5. overhead projector			
6. filmstrip projector			
7. video camera and player			
8. copy machine			
9. thermofax machine			
10. computer			
Design and produce media materials in the following formats			
11. graphics (including mounting and laminating, lettering copy machine techniques)			
12. transparencies for the copy machine, thermofax, hand drawn			
13. audio cassette tapes			
14. video tape			
15. Select and/or design media materials for specific learning objectives			
16. Prepare a bulletin board for a specific objective using appropriate design principles			

Student's name ______________________________

Social Security number ______________ Grade ____________

_____ Number of items completed out of 16 items equals _____% (80% or 13 items required for credit)

Teacher sign off ______________________ Date ______________
(Signature)

High school ______________________________

To be articulated with ______________________________ (postsecondary institution)

Postsecondary sign off signature ______________________________

EDUCATIONAL ASSISTANT
Competency Check Off Sheet

INTRODUCTORY PRACTICUM

Offered at: Chemeketa Community College ED 101 3 Credits

	Competency Rating (0 - 4)	Teacher's Initials	Date
1. Complete at least 100 hours of field experience.	_______	______	______
2. Identify and discuss the roles, qualifications and training required of education personnel in general and educational assistant in particular.	_______	______	______
3. Examine and describe the specific knowledge, skills, and ethical conduct commonly expected of educational assistant.	_______	______	______
4. Review the criteria and steps in seeking employment with local districts.	_______	______	______
5. Evaluate educational setting and develop preferences related to future practice and work sites.	_______	______	______
6. Demonstrate the attitudes and behaviors which contribute to effective and satisfying interactions with staff and students in educational settings.	_______	______	______
7. Demonstrate confidentiality in relation to students', teachers', and parents' rights.	_______	______	______
8. Demonstrate ability to follow instructional programs set up by the classroom teacher.	_______	______	______
9. Be a good role model for students in dress, grooming, language, and behavior.	_______	______	______

Student's name: ____

Social Security number: ____________________ Grade: ________________

_____Number of items completed out of 9 items equals _____% (80% or 7 items required for credit)

Teacher sign off: _____________________________ Date: ____________________

(Signature)

High school: ____

To be articulated with ___________________________ (postsecondary institution)

Postsecondary sign off signature: ______________________________________

HUMAN SERVICES
STUDENT COMPETENCY PROFILES

INTRODUCTORY COURSE DEALING WITH INTERPERSONAL RELATIONS

Blue Mountain Community College	3 credits
Chemeketa Community College	3 credits
Rogue Community College	3 credits
Southwestern Oregon Community College	3 credits

COMMUNITY RESOURCES

Blue Mountain Community College	3 credits
Chemeketa Community College	3 credits
Mt. Hood Community College	3 credits
Rogue Community College	3 credits
Southwestern Oregon Community College	3 credits

DRUG USE AND ADDICTION

Portland Community College	3 credits

ALCOHOL USE AND ADDICTION

Mt. Hood Community College	3 credits
Portland Community College	3 credits

HUMAN SERVICES
Competency Check off Sheet

Introductory course dealing with interpersonal relations, 3 credits, and Community Resources, 3 credits (See page 55 for schools granting credit)

This list of competencies was developed by representatives from the five Oregon community colleges with human services programs and six high school teachers representing secondary programs.

DIRECTIONS
The high school Human Resources teacher must complete the competency check off sheet. To obtain credit the student must demonstrate all competencies listed below.

Introductory course dealing with interpersonal relations, 3 credits, and Community Resources, 3 credits (See page 55 for schools granting credit)	Teacher's initials	Date completed
A. **Demonstrate professionalism with regard to legal and ethical standards.**		
1 Define the legal parameters of selected Human Resources careers, personal and organizational codes of ethics, and maintenance of confidentiality	____	____
2 Apply ethical, legal, and safety standards in school and work-related experiences	____	____
3 Explain the importance of accountability to school, clients, the employer, other service agencies, and the community at large	____	____
4 Define and demonstrate personal integrity	____	____
B. **Understand human development and behavior.**		
5 Identify the interrelationships of one's individual, family, community and work roles	____	____
6 Describe the impact of life cycle stages (prenatal, infancy, childhood, adolescence, adulthood, and death) on human behavior	____	
7 Analyze human behavior in a variety of contexts drawn from psychology, sociology, philosophy, economics, religion, and political science	____	____
8 Relate the effects of alcohol and other drugs, addictions, illnesses, victimization, stress, and disabilities to human behavior	____	
9 Describe the impact of communicable diseases including sexually transmitted diseases	____	____

Introductory course dealing with interpersonal relations, 3 credits, and Community Resources, 3 credits (See page 55 for schools granting credit) Teacher's initials Date completed

C. Evaluate social systems and institutions.

10. Determine the components of safe and healthy home, work, and community environments ____ ____
11. Identify and explain how to access community resources and services ____ ____
12. Summarize history and function of social systems and institutions ____ ____
13. Critique the influence of politics and economics in decision making ____ ____
14. Apply critical thinking skills to solving problems ____ ____
15. Identify the interrelationships of public and private social agencies ____ ____

D. Work effectively with people from a variety of backgrounds, culture, and experiences.

16. Show sensitivity to the needs of people with disabilities ____ ____
17. Analyze diverse points of view ____ ____
18. Evaluate the effect of social conditions upon individuals and groups ____ ____
19. Show respect for racial, cultural, and ethnic diversity ____ ____

E. Use specialized interpersonal and communication skills.

20. Work as a team member to enhance productivity ____ ____
21. Demonstrate skills of conflict resolution, anger management, and crisis intervention ____ ____
22. Demonstrate appropriate use of assertive communication skills and techniques of empowerment ____ ____
23. Read, write, and interpret technical documents ____ ____
24. Demonstrate skill in non-verbal communication techniques including the dynamics of personal space ____ ____
25. Provide, receive, interpret, and utilize feedback ____ ____
26. Demonstrate listening, observation, and reporting skills ____ ____
27. Communicate a point of view in a rational manner ____ ____

Introductory course dealing with interpersonal relations, 3 credits, and Community Resources, 3 credits (See page 55 for schools granting credit)

F. Understand career requirements and workplace climate.

	Teacher's initials	Date completed
28. Investigate employment opportunities in Human Resources.	____	____
29. Complete a personal interest/skills assessment and design a long range career plan.	____	____
30. Identify educational and physical requirements unique to occupational fields.	____	____
31. Apply an understanding of workplace climate and policies, procedures, and performance expectations required in the employment setting.	____	____
32. Practice strategies for dealing with personal/career stress.	____	____
33. Complete work experiences (real or simulated) in a Human Resources occupational area.	____	____
34. Apply time management skills.	____	____

G. Demonstrate specialized technical, computational, and reasoning skills.

	Teacher's initials	Date completed
35. Develop and use computer skills.	____	____
36. Apply and use mathematical skills.	____	____
37. Illuminate issues through problem identification, clarification, solution, and evaluation.	____	____

Student's name: ______________________________

Social Security number: ______________ Grade ____ (All competencies required)

Teacher sign off: ____________________ Date ______________
(Signature)

High school: ______________________________

To be articulated with ________________________ (postsecondary institution)

Postsecondary sign off signature: ______________________________

DRUG USE AND ADDICTION
Competency Check Off Sheet

DIRECTIONS

The high school Human Resources teacher will complete the competency check off sheet and administer the examination Eighty percent (80%) of the competencies must be completed and the student must pass a written examination to receive full credit for the course

Drug Use and Addiction Portand Community College, 3 credits	Teacher's initials	Date completed
A. Drug technology: history and definition		
1 Explore the historical background of drugs and drug use		
Examine reasons for six types of drug use		
2 prescription		
3 over-the-counter		
4 recreational		
5 commercial		
6 herbal		
7 illegal		
8 Describe schedules used to classify drugs under the controlled substance act		
9 Describe laws defining the use of all drugs in this country including the Toxic Substances Act, controlled Substance Act and those law affecting over-the-counter drugs		
10 Define food additives as drugs		
11 Identify major psychotropic drug prescription and statistically detail use patterns including attitudinal prejudices of consumer and retailer		
12 Identify and define illegal drugs and their effects on the body		
B. Human physiology: the body as a unit		
13 Identify the structures and functions of the human cell		
14 Describe the basic integration of CNS into the peripheral nervous system		
15 Identify and explain brain elements (parts) and activity		
16 Describe the human hormonal system		
17 Define cell membrane permeability and fat/water soluble drugs		

C. Human physiology and general drug actions

	Teacher's initials	Date completed
18. Define administration of drugs including advantages and disadvantages	______	______
19. Explain drug absorption and distribution	______	______
20. Explain drug metabolism and excretion in the body	______	______
21. Identify variables with respect to drug action in the body	______	______
22. Explain dosage and potency of drugs	______	______
23. Detail tolerance, dependence, withdrawal and cross-tolerance/dependence	______	______

D. Five categories of drugs and their effects

	Teacher's initials	Date completed
24. Define sedative-hypnotics (in depth)	______	______
Define behavior in response to		
25. non-barbiturate hypnotics	______	______
26. anti-anxiety agents	______	______
27. benzodiazepines	______	______
28. alcohol	______	______
Define behavioral stimulants and convulsants including		
29. cocaine	______	______
30. amphetamines	______	______
31. methylphenidate (Ritalin)	______	______
32. pernoline (Cylert)	______	______
33. phenmetrazine (Preludin)	______	______
34. imipramine (Tofranel)	______	______
35. amitriptyline (Elavil)	______	______
36. tranylcypromine (Parnate)	______	______
37. strychnine	______	______
38. pentylenetetrazol	______	______
39. bicoculline	______	______
40. caffeine	______	______

Drug Use and Addiction **Portand Community College, 3 credits**	**Teacher's initials**	**Date completed**
41. nicotine	______	______
42. Define the opiates and narcotic analgesics	______	______
43. Define the antipsychotic tranquilizers	______	______
44. Define psychedelics and hallucinogens	______	______
E. Treatment for drug addiction		
45. Describe the marijuana-dependent client and outline appropriate differential treatment approaches	______	______
46. Describe the cocaine-dependent client and outline appropriate differential treatment approaches	______	______
47. Describe the barbiturate-dependent client and outline appropriate differential treatment approaches	______	______
48. Detail the differences between treatment protocols for alcohol addiction versus other drugs of choice	______	______

Student's name ______________________________

Social Security number ______________ Grade ____________

_____Number of items completed out of 48 items equals _____% (80% or 38 items required for credit)

Teacher sign off ______________________ Date ______________
(Signature)

High school ______________________________

To be articulated with ______________________ (postsecondary institution)

Postsecondary sign off signature ______________________

ALCOHOL USE AND ADDICTION
Competency Check Off Sheet

DIRECTIONS:
The high school Human Resources teacher will complete the competency check off sheet and administer the examination. Eighty percent (80%) of the competencies must be completed and the student must pass a written examination to receive full credit for the course.

Alcohol use and addiction, Portland Community College, 3 credits	Teacher's initials	Date completed
A. Psychoactive drugs: historical perspective		
1. Present statistical estimates of usage patterns		
2. Present statistical estimates of problems attributed to drug use		
3. Describe sociocultural aspects of drug use		
4. Describe the history of drug consumption		
5. Describe the history of alcohol in America		
B. The usage continuum and the definition of addition		
6. Define categories of drug use: no use, experimental use, social use, abuse, addiction		
7. Define "loss of control"		
8. Present a historical evolution of the definition of addiction		
9. Describe the arguments surrounding the description of addiction as a disease		
10. Define the word "disease."		
11. Define alcohol/chemical dependency and state why it is or is not a disease		
12. Summarize three or more scientific studies and how the studies support their position		
13. Offer other supporting evidence for their position		
C. Physiological effects of alcohol		
14. Describe the molecular properties of alcohol		
15. Describe the structure of the "generalized" cell and the effect alcohol has on this cell		
16. Outline the body's ingestion, absorption, excretion and metabolism of alcohol		

Alcohol use and addiction, **Portland Community College, 3 credits**	Teacher's initials	Date completed
17 Describe the sedative-hypnotic effects of alcohol including behavioral stimulation	______	______
18 Describe the interaction of alcohol and other drugs	______	______
19 Define B.A.L. and the impact on behavior/body functioning	______	______
20 Describe the effect alcohol has on each major organ and system	______	______
D. Neurotransmission and addiction		
21 Diagram and describe the neuron	______	______
22 Diagram and describe the nervous system with special emphasis on "homeostasis" and on brain anatomy and physiology	______	______
23 Provide a historical overlay of the research into the "pleasure center" of the brain and on neurotransmitters involved in addiction	______	______
24 Present recent research on neurotransmitters and addiction	______	______
E. Psychological consequences of addiction		
25 Define the function and purpose of denial	______	______
26 Describe the development and the "many faces" of denial	______	______
27 Describe the role of denial in maintaining the addictive behavior	______	______
28 Describe the function of unresolved denial in family members of addicts	______	______
F. Signs and symptoms of addiction		
29 Identify specific signs and symptoms of addiction	______	______
30 Present the M.A.S.T. test	______	______
31 Present the DSM IV criteria for substance abuse and addiction	______	______
G. Family systems and addiction		
32 Describe the effect of "loss of control" behavior on the family dynamics	______	______
33 Outline the adjustment of the family to the crisis of addiction	______	______
34 Describe the typical roles and rules of the addicted home	______	______
35 Describe the Al-Anon/ACOA groups relevance to family members	______	______
36 Describe the purpose and process of "intervention"	______	______

Alcohol use and addiction, Portland Community College, 3 credits	Teacher's initials	Date completed
H. Treatment, recovery and relapse		
37 Describe the general approach to "treatment"		
38 Outline the various levels of care and indicators for appropriateness of each		
39 Outline the hierarchy of service providers		
40 Describe the Stephanie Brown developmental model of recovery as outlined in Treating the Alcoholic		
41 Present relapse prevention theory from H.A.L.T., to Marlatt, to Gorski, to Brown		
42 Provide awareness of community resources		
43 Describe the 12 step programs		
44 Document attendance at at least six 12-step meetings including 1 AA, 1 Alanon, and 1 ACOA meeting		
I. Prevention		
45 Describe the strategies and emphasis of primary prevention		
46 Describe the strategies and emphasis of secondary prevention		
47 Describe the strategies and emphasis of tertiary prevention		

Student's name ______________________________

Social Security number ____________________ Grade ________________

_____Number of items completed out of 47 items equals _____% (80% or 37 items required for credit)

Teacher sign off ____________________________ Date __________
(Signature)

High school ______________________________

To be articulated with ______________________________ (postsecondary institution)

Postsecondary sign off signature ______________________________

CRIMINAL JUSTICE

STUDENT COMPETENCY PROFILE

INTRODUCTORY COURSE DEALING WITH CRIMINAL JUSTICE

Blue Mountain Community College	CJ100	3 Credits
Chemeketa Community College	CJ100	3 Credits
Clackamas Community College	CJ100	3 Credits
Linn-Benton Community College	CJ100	3 Credits
Pioneer Pacific College	Contact the School	3 Credits
Southwestern Oregon Community College	CJ100	3 Credits

CRIMINAL JUSTICE

Competency Check Off Sheet

DIRECTIONS: The high school Human Resources teacher will complete the competency check off sheet. Eighty percent (80%) of the competencies must be completed for a student to receive full credit for the course.

Introductory course dealing with criminal justice, 3 credits **See page 65 for schools granting credit.**	Teacher's initials	Date completed
1. Demonstrate knowledge of general principles significant to society's understanding of the problem of crime and the response to crime through the criminal justice system.	____	____
2. Define crime in a context of the social, political, and legal issues involved.	____	____
3. Explain the extent of crime in the United States and identify instruments used to measure crime.	____	____
4. Understand the goals and philosophies of criminal justice administration and historical development of criminal justice practices.	____	____
5. Describe the governmental structure and its relation to criminal justice.	____	____
6. Explain the components of the criminal justice system.	____	____
7. Describe the criminal justice process from initial police response through conviction and punishment.	____	____
8. Describe the juvenile system and compare the structure and function of this system to the criminal justice system.	____	____
9. Identify trends in criminal justice administration and analyze controversial issues in the field.	____	____
10. Demonstrate knowledge and application of basic principles and practices specific to the field of law enforcement in criminal justice administration.	____	____
11. Describe historical development of modern police systems and philosophies.	____	____
12. Describe the roles, organization, functions, and jurisdiction of Law Enforcement Agencies.	____	____
13. Explain the nature of police work as it relates to crime prevention and control.	____	____
14. Understand the image and the reality of law enforcement work.	____	____
15. Define the role of the law enforcement officer in the context of the Constitution, the law, and in a democratic society.	____	____
16. Understand the critical issues in American law enforcement currently influencing policy in the field.	____	____

Introductory course dealing with criminal justice, 3 credits **See page 65 for schools granting credit.**	Teacher's initials	Date completed
17 Demonstrate knowledge of principles specific to the courts and judicial process in criminal justice administration	______	______
18 Describe the historical development of courts and the judicial system in the United States	______	______
19 Explain the relationship of the courts to the criminal justice system and to society	______	______
20 Describe the role of the prosecutor, defense attorney, and judge	______	______
21 Describe systems of providing prosecution and defense services	______	______
22 Describe jurisdiction	______	______
23 Define the roles and structures of the state and federal court systems	______	______
24 Describe the system of bail and pretrial detention in the United States	______	______
25 Describe the process of plea bargaining	______	______
26 Describe the trial process	______	______
27 Describe the process of reaching verdicts, the appeals process, and post-conviction remedies	______	______
28 Demonstrate knowledge of principles specific to the field of corrections and the process of criminal justice administration	______	______
29 Describe the history and philosophy of punishment and corrections in the United States	______	______
30 Explain sentencing philosophy	______	______
31 Identify factors that go into a sentencing decision	______	______
32 Describe the meaning of diversion and diversionary programs	______	______
33 Define federal, state, and local corrections structures and practices	______	______
34 Explain the structure of institutional corrections and describe the variety of facilities found in institutional settings	______	______
35 Understand the structure, function, and practices of community-based corrections in the United States	______	______

Student's name ______________________________

Social Security number ______________ Grade ____________

______Number of items completed out of 35 items equals _____% (80% or 28 items required for credit)

Teacher sign off ______________________________ Date ______________

(Signature)

High school ______________________________

To be articulated with ______________________________ (postsecondary institution)

Postsecondary sign off signature ______________________________

CHILDHOOD CARE AND EDUCATION

STUDENT COMPETENCY PROFILE

INFANT - TODDLER DEVELOPMENT

Chemeketa Community College	3 credits
Northwest Nannies Institute	3 credits
Southwestern Oregon Community College	3 credits
Umpqua Community College	3 credits

PRESCHOOL CHILD DEVELOPMENT

Chemeketa Community College	3 credits
Lane Community College	3 credits
Northwest Nannies Institute	3 credits
Southwestern Oregon Community College	3 credits
Umpqua Community College	3 credits

INFANT- TODDLER DEVELOPMENT
Competency Check Off Sheet

DIRECTIONS:
The high school Human Resources teacher will complete the competency check off sheet. Eighty percent (80%) of the competencies must be completed for a student to receive full credit for the course.

Infant-toddler Development, 3 credits (See page 68 for schools granting credit.)	Teacher's initials	Date completed
A. Major theories		
Demonstrate knowledge, understanding, and the ability to compare and contrast different learning and developmental theories (theorists)		
1 Gesell	______	______
2 Freud, Erikson	______	______
3 Piaget	______	______
4 Skinner, Watson	______	______
5 Rogers	______	______
6 Montessori	______	______
7 Vygotsky	______	______
8 Bronfenbrenner	______	______
Be familiar with theoretical concepts		
9 Maturational	______	______
10 Biological	______	______
11 Psychodynamic	______	______
12 Behavioral	______	______
13 Humanistic	______	______
14 Information processing	______	______
15 Identify factors which promote optimal development of infants and toddlers	______	______
16 Understand cultural influences on child development	______	______

		Teacher's initials	Date completed

B. Patterns of development

17. Apply theories of development and knowledge of developmental milestones in assessing a child's needs ______ ______

18. Understand that development and growth are a process rather than a stage ______ ______

Identify physical characteristics of the newborn:

19. Appearance ______ ______

20. Reflexes ______ ______

21. Sensory abilities ______ ______

22. Assessing the newborn (Apgar and Brazelton Scales) ______ ______

23. Describe stages of development: conception through age 2 ______ ______

24. Understand the concept of the whole child and interrelationships of all developmental areas ______ ______

25. Recognize possible signs of unmet developmental milestone in infants ______ ______

26. Identify when milestones are likely to occur ______ ______

27. Know and understand the concept of norms ______ ______

C. Physical development

Understand the normal progression of physical growth and development of infants and toddlers:

28. Motor development ______ ______

29. Supporting healthy physical development ______ ______

30. Signs of delayed development ______ ______

31. Developmental landmarks ______ ______

32. Supporting physical development with materials, activities and the environment ______ ______

33. Safety concerns ______ ______

34. Name and explain 6 major reflexes ______ ______

35. Describe how to foster fine and gross motor development ______ ______

Infant-toddler Development, 3 credits
(See page 68 for schools granting credit.)

D. Cognitive and language development

		Teacher's initials	Date completed
36.	Define cognition		
	Demonstrate knowledge of the stages of cognitive development and vocabulary and the characteristic abilities of each stage		
37.	Sensorimotor period for substage 1 - 6		
38.	Imitation		
39.	Cause and effect		
40.	Object permanence and memory		
41.	Exploration and play		
42.	Responding to baby's cues and concept of synchrony		
43.	Moving from sensorimotor to preoperational period		
44.	Symbolic thought		
45.	Exploring the environment		
46.	Changes in play, imitation to imagination		
47.	Identify the stage of cognitive development by reading a description of the child's activities		
48.	Describe how to promote cognitive development		
	Demonstrate knowledge of language development		
49.	How language is acquired		
50.	Difference between language and speech		
51.	Landmarks of expressive and receptive speech		
	Describe how to promote language development.		
52.	Indirect language stimulation techniques		

Infant-toddler Development, 3 credits
(See page 68 for schools granting credit.)

E. Social/emotional development

		Teacher's initials	Date completed
53.	Identify key emotional and social issues for each stage of development.		
	Describe social and emotional development of infants		
54.	Bonding		
55.	Smiling		
56.	Crying: difference in types of crying and the reasons for these types of crying		
57.	Responsive caregiving		
58.	Trust		
59.	Attachment formation		
60.	Stranger anxiety		
61.	Separation anxiety		
	Describe social and emotional development of toddlers.		
63.	Development of autonomy		
64.	Frustrations and fears		
65.	Tantrums		
66.	Positive strategies to help the toddler cope		
67.	Self-esteem and how to support it		
68.	Self-esteem as it relates to the relationship with primary caregivers		
69.	Self-esteem as it relates to relationships with siblings		
70.	Socialization and their siblings		
71.	Socialization abilities of toddlers		
72.	Describe how to help a child cope with fears, anger		
73.	Describe how to encourage a child's self direction		

Infant-toddler Development, 3 credits
(See page 68 for schools granting credit.)

Teacher's initials | **Date completed**

F. Adult-child relationship

74 Describe parent-child relationships including mother-child and father-child. ______ ______

G. Attachment and social growth

75 Describe normal parent-infant attachment and other attachments, such as daycare, siblings, peers ______ ______

76 Describe emotional and social growth of the newborn in relation to the parent (caregiver):

77 Smiling ______ ______

78 Crying and comforting ______ ______

79 Individual temperaments ______ ______

80 Responsive caregiving ______ ______

H. Apply developmental knowledge to guidance

81 Demonstrate familiarity with age - related childrens' behavior ______ ______

I. Health issues: vaccinations, injury prevention, maternal health

82 Know the factors affecting good maternal/paternal health, physical and emotional. ______ ______

83 Know factors affection good health, including vaccinations, diet, safety. ______ ______

J. Heredity - genetics

84 Demonstrate an understanding of the role of both heredity and environment on development ______ ______

85 Understand heredity:

86 Genes, chromosomes ______ ______

87 Dominant and recessive traits ______ ______

88 Describe basic, normative genetics. ______ ______

Infant-toddler Development, 3 credits
(See page 68 for schools granting credit.)

K. Environments

		Teacher's initials	Date completed
89	Name and explain the possible role of teratogens during prenatal development	______	______

L. Prenatal development to birth process - health lifestyles

		Teacher's initials	Date completed
90	Describe prenatal development, listing major milestones of each period (germinal, embryonic, fetal)	______	______
91	Discuss the importance of healthy prenatal care during pregnancy; where to go, what to ask and agencies available for help	______	______
92	Understand the different prenatal tests and fertility options available	______	______
93	Demonstrate an understanding of conception and the growth of a developing embryo and fetus		

Conception

		Teacher's initials	Date completed
94	The reproductive system, the fertility cycle	______	______
95	Fertilization	______	______
96	Implantation	______	______

Pregnancy

		Teacher's initials	Date completed
97	Signs and symptoms	______	______
98	Problems and complaints	______	______
99	Prenatal care	______	______
100	Health and nutritional requirements	______	______
101	Prenatal testing	______	______
102	Infertility	______	______
103	Fetal development	______	______
104	Physiological changes of mother	______	______

Demonstrate an understanding of childbirth

		Teacher's initials	Date completed
105	Types of childbirth	______	______

Infant-toddler Development, 3 credits **(See page 68 for schools granting credit.)**	Teacher's initials	Date completed
106. Choosing a doctor with your concerns and options in mind; philosophies, procedures, choices.	______	______
Childbirth sites		
107. Hospital	______	______
108. Birthing center	______	______
109. Home delivery	______	______
Prelabor		
110. Dilation	______	______
111. Effacement	______	______
112. Lightening	______	______
113. Mucous show	______	______
114. False labor	______	______
115. Preparing for the hospital/birthing center	______	______
Labor and delivery		
116. First stage (active phase and transition)	______	______
117. Second stage (delivery and expulsion)	______	______
118. Third stage (placenta delivery)	______	______
Medical practices		
119. Anesthesia options	______	______
120. Episiotomy option	______	______
121. Cesarean section	______	______
122. Cutting the umbilical cord	______	______
123. Circumcision option	______	______
Postnatal care		
124. Mother/Infant contact	______	______
125. Infant testing, relexes (Apgar)	______	______
126. Breast feeding	______	______

Infant-toddler Development, 3 credits
(See page 68 for schools granting credit.)

Student's name ______________________________

Social Security number ______________ Grade ____________

_____Number of items completed out of 126 items equals _____% (80% or 100 items required for credit)

Teacher sign off ______________________ Date ______________
(Signature)

High school ______________________________

To be articulated with ______________________________ (postsecondary institution)

Postsecondary sign off signature ______________________________

PRESCHOOL (Ages 2-1/2 to 6)
Competency Check Off Sheet

DIRECTIONS:

The high school Human Resources teacher will complete the competency check off sheet. Eighty percent (80%) of the competencies must be completed for a student to receive full credit for the course.

Pre-school Ages 2 ½ to 6, (See page 68 for schools granting credit.)		Teacher's initials	Date completed
A. Major theories			
Demonstrate knowledge, understanding, and the ability to compare and contrast different learning and developmental theories (theorists):			
1	Gesell		
2	Freud, Erickson		
3	Piaget		
4	Skinner, Watson		
5	Rogers		
6	Montessori		
7	Vygotsky		
8	Bronfenbrenner		
Be familiar with theoretical concepts:			
9	Maturational		
10	Biological		
11	Psychoanalytical		
12	Behavioral		
13	Humanistic		
14	Information processing		
B. Research			
15	identify various methods of research designs (scientific method, experiments and non experiments, observation, field study, case study) for studying preschool age children and the advantages and disadvantages of each		

	Teacher's initials	Date completed
C. Patterns of development		
16. Describe the developmental milestones in physical growth and development (variations in physique, childhood obesity, motor skills).	______	______
17. Describe the components of cognitive and language development (vocabulary development, grammar, language and thought, problem solving, memory, symbolic thinking).	______	______
18. Describe factors that influence social development (self concept, psychosocial development, self-evaluation).	______	______
19. Describe factors that influence emotional development.	______	______
20. Explain gender differences in play.	______	______
21. Explain gender role development.	______	______
22. Identify the role of peer relationships and play in the context of development.	______	______
23. Identify wellness concepts in relation to development.	______	______
24. Identify areas of concern in a child's behavior or development.	______	______
25. Use terms, concepts, and principles accurately.	______	______
26. Identify parenting skills that enhance/inhibit positive child outcomes.	______	______
D. Child abuse		
27. Demonstrate an awareness of child abuse issues including signs and symptoms and reporting laws.	______	______
E. Diversity		
28. Demonstrate a knowledge of gender, cultural, racial and other differences and move toward valuing diversity.	______	______
F. Family relationships		
29. Demonstrate an understanding of the adult's role in supporting healthy development in all areas (physical, cognitive, emotional, social).	______	______
30. Describe and recognize different types of parenting styles and the consequences of each.	______	______

Pre-school Ages 2 ½ to 6, (See page 68 for schools granting credit.)	Teacher's initials	Date completed
31 Describe the impact of life crises/family stress on the developing child (including death, divorce, separation, unemployment, moving, illness, birth of siblings)	_____	_____
32 Describe the relationship between changes in the workforce and the need for child care for working parents.	_____	_____
33 Describe the diversity of families due to various cultural norms, socioeconomic status, and religion.	_____	_____

G. Outside influences

34 Describe development from an ecological perspective (e.g., the influence of family, neighborhood, community, institutions on the development of the child)	_____	_____

Student's name ______________________________

Social Security number ______________ Grade ____________

_____Number of items completed out of 34 items equals _____% (80% or 27 items required for credit)

Teacher sign off ______________________ Date ______________
(Signature)

High school ______________________________

To be articulated with ______________________________ (postsecondary institution)

Postsecondary sign off signature ______________________________

FIRE PROTECTION SPECIALIST

STUDENT COMPETENCY PROFILE

INTRODUCTION TO FIRE PROTECTION

Portland Community College	FP101	3 Credits
Chemeketa Community College	FRP050	3 Credits

FIRE SCIENCE/TECHNOLOGY
Competency Check Off Sheet

DIRECTIONS:
The high school Human Resources teacher in cooperation with the local fire agency will complete the compentency check off sheet and administer the examination. Eighty percent (80%) of the competencies must be completed for a student to receive full credit for the course.

INTRODUCTION TO FIRE PROTECTION, 3 credits, Chemeketa and Portland Community Colleges, Basic Fire Fighter Competencies		Teacher's initials	Date completed
1	List major events in humankind's association with fire.		
2	Describe the historical evolution of fire protection.		
3	Describe the fire service entrance and promotional process.		
4	Demonstrate awareness of and agility to accommodate changing work conditions and expectations.		
5	Demonstrate how to do a primary survey for life-threatening injuries.		
6	Describe the procedures for establishing an open airway in a person.		
7	Demonstrate mouth-to-mouth and mouth-to-nose resuscitation.		
8	Identify three signs on cardiac arrest.		
9	Demonstrate cardiopulmonary resuscitation.		
10	Describe two methods of removing an obstruction from the throat of a choking victim.		
11	Draw chain-of-command chart of his/her fire department.		
12	Explain the organizational structure and purpose of fire departments.		
13	Identify the fire department policies, rules, and regulations that apply to the position of firefighter.		
14	Identify the standard operating procedures which affect the position of firefighter.		
15	Identify the safety policies that affect the position of firefighter.		

INTRODUCTION TO FIRE PROTECTION, 3 credits, Chemeketa and Portland Community Colleges, Basic Fire Fighter Competencies		Teacher's initials	Date completed
16.	Identify various types of apparatus and equipment and the function of each		
17.	Identify the location of tools and equipment on his/her primary assigned apparatus.		
18.	Identify common fire prevention tasks of firefighters.		
19.	Identify the purpose and explain functioning of detection and protection systems.		
20.	Describe role of firefighter in arson or fire investigation.		
21.	Explain how various sate and regional organizations impact the fire service.		
22.	Describe the role of national agencies and organizations with regard to emergency response/prevention.		
23.	Identify the components of the fire tetrahedron.		
24.	Define fire.		
Describe the following potential stages of fire:			
25.	Incipient		
26.	Smoldering		
27.	Free burning		
28.	Define backdraft and identify at least three characteristics which may indicate a backdraft condition.		
29.	Define flashover and identify at least three characteristics which could contribute to flashover.		
30.	Define three methods of heat transfer.		
31.	Identify the three physical stages of matter in which fuels are commonly found.		
32.	Define flash point and ignition temperature.		
33.	Identify three products of combustion commonly found in structural fires which create a life hazard.		

INTRODUCTION TO FIRE PROTECTION, 3 credits, Chemeketa and Portland Community Colleges, Basic Fire Fighter Competencies		Teacher's initials	Date completed
(SMALL TOOL-KNOTS-EXTINGUISHER)			
34	Identify and demonstrate the use of cutting, prying, pushing/pulling, and striking types of manual forcible entry tools.	______	______
35.	Demonstrate the components of knots, including the bight, loop, round turn, half hitch, standing end, and running end, as used in tying knots and hitches.	______	______
36.	Given the proper rope, demonstrate tying knots, including the bowline, clove hitch, sheet bend, figure eight, figure eight on a bight, figure eight on a bend, figure eight follow-through loop, and describe how each can be used.	______	______
37.	Demonstrate the operation of a portable fire extinguisher.	______	______
38.	Identify the appropriate extinguisher for the various classes of fire.	______	______
39.	Describe how each extinguishing agent extinguishes a fire.	______	______
40.	Describe what the portable extinguisher rating system means.	______	______
41.	List at least five items to look for during a portable fire extinguisher inspection.	______	______
(LADDERS I)			
Demonstrate removing, carrying, raising, and climbing the following ladders:			
42.	Straight	______	______
43.	Roof	______	______
44.	Extension	______	______
45.	Folding	______	______
46.	Identify each type of ladder and describe its use.	______	______
47.	Demonstrate the techniques of working from ground ladders with tools and appliances.	______	______
48.	Describe potential hazards associated with carrying and raising ground ladders.	______	______
49.	Identify at least five items to check to insure a safe ladder climb.	______	______

INTRODUCTION TO FIRE PROTECTION, 3 credits, Chemeketa and Portland Community Colleges, Basic Fire Fighter Competencies — Teacher's initials — Date completed

(HOSE I)

50. Identify the sizes, types, amounts, and use of hose carried on apparatus. ______ ______

51. Demonstrate the use of nozzles, hose adapters, and hose appliances carried on apparatus. ______ ______

52. Demonstrate coupling and uncoupling fire hose. ______ ______

Given the necessary equipment, advance dry and charged hose lines from apparatus:

53. Into a structure ______ ______

54. Up a ladder into an upper floor window ______ ______

55. Up an inside stairway to an upper floor ______ ______

56. Down an outside stairway to a lower floor ______ ______

57. Connect a fire hose to a hydrant and fully open and close the hydrant. ______ ______

58. Demonstrate three types of hose rolls. ______ ______

59. Demonstrate the loading of fire hose on fire apparatus. ______ ______

60. Demonstrate two types of hose carries. ______ ______

61. Identify and demonstrate the various methods of laying a supply line. ______ ______

62. Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; inspecting them for damage; and recommend replacement or repair as needed. ______ ______

Describe precautions to take to prevent the following types of injury to hose:

63. Mechanical ______ ______

64. Heat ______ ______

65. Mold/mildew ______ ______

66. Chemical ______ ______

		Teacher's initials	Date completed
(SALVAGE COVERS)			
67.	Describe the purpose of salvage and its value to the public and the fire department.		
68.	Demonstrate folds, rolls, and throws of salvage covers.		
(FIRE STREAMS I)			
69.	Describe two ways that fire streams are used to reduce temperatures and provide personal protection.		
70.	Define water hammer and at least one method for its prevention.		
71.	Demonstrate how to open and close a nozzle.		
72.	Demonstrate pattern selection on a combination nozzle.		
Describe two characteristics of the following types of fire streams.			
73.	Solid		
74.	Fog		
75.	Broken		
Describe the most efficient fire stream to use in each of the following fire situations and why it should be used:			
76.	Structural		
77.	Flammable liquids		
78.	Electrical equipment		
79.	Combustible metals		
80.	In a simulated fire environment, demonstrate the procedures for suppressing Class A fires using direct, indirect, and combination attack methods.		
(VENTILATION I)			
81.	Describe the principles of ventilation and identify the advantages and effects of ventilation.		
82.	Demonstrate the safe use of tools and equipment used for ventilation.		
83.	Demonstrate use of smoke ejector.		

INTRODUCTION TO FIRE PROTECTION, 3 credits, Chemeketa and Portland Community Colleges, Basic Fire Fighter Competencies

		Teacher's initials	Date completed
84	Describe ventilation using water fog		
85	Identify the dangers present and precautions to be taken in performing ventilation		
86	Identify at least five (5) different types of roofs and describe the techniques used to ventilate each type, using hand tools		
(SEARCH AND RESCUE)			
87	Identify procedures used to search for victims in simulated burning or smoke-filled buildings		
88	Demonstrate removal of an injured person from the immediate hazard by use of carries, drags, and stretchers		
89	Demonstrate bringing an "injured person" down a ground ladder		
(BREATHING APPARATUS)			
90	Identify three hazardous atmospheres encountered as a firefighter and explain the consequences of entering such an atmosphere without breathing apparatus		
91	Demonstrate the use of protective breathing apparatus in a restricted visibility environment		
92	Describe how pressure-demand breathing apparatus work		
93	Demonstrate the over-the-head and coat methods of donning breathing apparatus while wearing protective clothing		
94	Describe the steps to determine that breathing apparatus is ready for use		
95	Demonstrate how to change an empty air cylinder		
96	Demonstrate the length of time he/she is able to wear a SCBA while in a working environment before the low pressure alarm sounds, and identify how much time he/she has to safely exit a hazardous environment after it sounds		
97	Demonstrate the procedure for cleaning and sanitizing protective breathing apparatus		

		Teacher's initials	Date completed
Demonstrate use of breathing apparatus under the following conditions:			
98	Assisting other firefighters (students)	______	______
99	Conserving air	______	______
100	Restricted use of the by-pass valve	______	______
Describe the following with regard to all types of protective breathing apparatus used by the local fire department for firefighting purposes:			
101	Physical requirements of the wearer	______	______
102	Limitations of the apparatus	______	______
103	Safety features	______	______
(SAFETY AND SURVIVAL)			
104	Identify at least three of the most common causes of firefighter deaths and injuries.	______	______
105	Describe at least three of the most common behavior problems and attitudes that contribute to firefighter deaths and injuries.	______	______
106	Give an actual incident scenario, identify the safety problems encountered and suggest effective solutions.	______	______
107	Describe the firefighter's responsibility, accountability, and role in modifying behavior patterns which impact firefighter safety and survival.	______	______
108	Identify proper protective clothing and indicate when and how it should be worn.	______	______
Demonstrate awareness of the existence and intent of:			
109	Oregon Occupational Safety and Health Codes, OAR 437, Division 2, as it relates to firefighting.	______	______
110	NFPA 1500 Fire Department Occupational Safety and Health Program.	______	______
(Hazardous Materials Awareness Overview)			
111	The term "hazardous materials."	______	______

INTRODUCTION TO FIRE PROTECTION, 3 credits, Chemeketa and Portland Community Colleges, Basic Fire Fighter Competencies

		Teacher's initials	Date completed
112.	Why hazardous materials are a problem and who has to deal with them		
113.	D.O.T. basic safety guidelines for initial actions at hazardous material incidents.		
114.	Why there are no hazardous materials experts.		
115.	The purpose of intervention by emergency responders at hazardous material incidents		
116.	The priorities emergency responders are to utilize in making decisions at hazardous material incidents.		
117.	The regulatory mandates for hazardous material training		
118.	The OSHA levels of hazardous material emergency response.		
119.	His or her responsibilities when dealing with a hazardous material incident.		
120.	Oregon's "Teams" concept for Haz-Mat response		
121.	Incident command system		
(Detecting Hazardous Materials)			
122.	The need to use a cautionary approach at all times when responding to a hazardous material incident.		
123.	How hazardous materials may be present at all transportation incidents		
124.	How normally safe household products can behave if involved in a transportation incident.		
125.	Outward warning signs emergency responders can utilize to detect the presence of hazardous materials.		
How to detect the presence of hazardous materials based on the following:			
126.	Occupancy/location		
127.	Container shapes		
128.	Markings and colors		
129.	Placards and labels		
130.	Hazardous material papers		

		Teacher's initials	Date completed
131	Senses	_____	_____
132	How emergency responders are to proceed in handling an incident if the presence of hazardous materials is not definitely known.	_____	_____
133	What type of shipper transports the greatest number and variety of hazardous materials in small containers.	_____	_____
134	How to use the National Fire Protection Association 704 marking system to identify hazard categories and the degree of hazard severity to be found at a fixed facility	_____	_____
135	The purpose of D.O.T. labels and placards.	_____	_____
136	Where to look for labels and placards.	_____	_____
137	How to use the identification features of labels and placards to determine the hazard class of a hazardous material.	_____	_____
138	The minimum quantity of hazardous material that should be present if a placard is observed.	_____	_____
139	The proper name and location of shipping papers utilized in each mode of transportation.	_____	_____
140	The major limitation of using your senses to detect the presence of hazardous materials.	_____	_____
141	When and how to notify local/state authorities of a hazardous material incident.	_____	_____
142	The Department of Transportation categories and classifications of hazardous materials.	_____	_____

The following with regard to the Oregon Emergency Response System (OERS) Plan:

		Teacher's initials	Date completed
143	How to contact OERS	_____	_____
144	What assistance they can provide	_____	_____
145	What information you need to supply them	_____	_____
	(Identification and Basic Hazard Assessment)	_____	_____

The information contained in shipping papers and container markings that will assist emergency responders in identifying hazardous materials, including:

INTRODUCTION TO FIRE PROTECTION, 3 credits, Chemeketa and Portland Community Colleges. Basic Fire Fighter Competencies	Teacher's initials	Date completed
146. Proper shipping name		
147. 4-digit identification number		
148. Hazard class		
149. Reportable quantity		
150. Tank car commodity identification		
151. The primary purpose of the D.O.T. *Emergency Response Guidebook*		
152. The organization of the D.O.T. *Emergency Response Guidebook*.		
The following terms and phrases used in the D.O.T. *Emergency Response Guidebook*.		
153. "Isolate the hazard area and deny entry"		
154. "Evacuate"		
155. Where information on explosives in contained in the D.O.T. *Emergency Response Guidebook*.		
156. The purpose and use of the numerical and alphabetical indexes and the table of placards in the *D.O.T. Emergency Response Guidebook*		
157. When to use the D.O.T. *Emergency Response Guidebook* recommendations for incident isolation and evacuation		
158. The emergency action guide to be used when the hazardous material cannot be identified		
159. Available resources for dealing with radioactive shipments		
Locate the correct D.O.T. emergency action guide using:		
160. 4-digit identification number		
161. Hazard class name		
162. Container markings		
163. Placards		
164. U.N. and I.M.O. identification numbers		
165. Shipping papers		

INTRODUCTION TO FIRE PROTECTION, 3 credits, Chemeketa and Portland Community Colleges, Basic Fire Fighter Competencies		Teacher's initials	Date completed
166	Select the correct isolation and evacuation distance from the Table of Isolation and Evacuation distances.	______	______
167	Locate the guidelines for initial action when the material is not known and cannot be identified.	______	______
168	Describe what CMEMTREC is and information that they can provide to emergency responders.	______	______
169	Participate in mock Haz-Mat exercises.	______	______

INTRODUCTION TO FIRE PROTECTION, 3 credits, Chemeketa and Portland Community Colleges, Basic Fighter Task Performance		Teacher's initials	Date completed
170	Demonstrate the use, care, and maintenance of all personal protective clothing used by the local fire department for firefighting purposes.	______	______
171	Identify and demonstrate the use of all manual type forcible entry tools available in the department.	______	______
172	Demonstrate the tying of a bowline knot, a clove hitch, a sheet bend, a figure eight, a figure eight on a bight, a figure eight on a bend, and a figure eight follow-through loop, after selecting the proper size of rope.	______	______
173	Select the proper extinguisher for a simulated fire and demonstrate proper use.	______	______
(Ladders I)			
174	Remove each type of ladder (used by the department) from its normally stored position and carry it a minimum of 100 feet - as an individual or with one other person. Return each ladder to its normally stored position when finished.	______	______
175	Remove a straight or roof ladder from its normally stored position and raise it using the one-man flat raise. Return each ladder to its normally stored position when finished.	______	______
176	Raise short and medium extension ladders and climb and descend the full length.	______	______
177	Working from ground ladders with tools and appliances.	______	______
178	Identify the location, size, amount, construction, and use of all hose carried on his/her normally assigned apparatus.	______	______

INTRODUCTION TO FIRE PROTECTION, 3 credits, Chemeketa and Portland Community Colleges, Basic Fighter Task Performance

		Teacher's initials	Date completed
179	Demonstrate the use of nozzles, hose adapters, and hose appliances carried on apparatus.	______	______
180	Advance dry and charged hose lines from a pumper into a structure and up or down a stairway.	______	______
181	Connect a fire hose to a hydrant and fully open and close the hydrant.	______	______
182	Demonstrate hose rolls used by the department for storage, load finishes, and hose bundles.	______	______
183	Properly load and carry or drag a single length of hose.	______	______
184	Demonstrate the coupling and uncoupling of fire hose.	______	______
185	Identify and demonstrate the various methods of laying a supply line.	______	______
186	Describe and demonstrate the inspection, service, and cleansing of hose and nozzles.	______	______
(Salvage Covers)			
187	Demonstrate folds, rolls, and throws of salvage covers.	______	______
(Fire Streams I)			
188	Demonstrate how to open and close a nozzle and pattern selection on a combination nozzle.	______	______
189	Demonstrate, in a simulated fire environment, suppressing a Class A fire using direct, indirect, and combination attack.	______	______
(Ventilation I)			
190	Hang an exhaust fan in a doorway.	______	______
191	Ventilate a building by projecting a fog stream through an open door or window.	______	______
192	Demonstrate the safe use of tools and equipment used for ventilation.	______	______
(Search and Rescue)			
193	Search for victims in a simulated burning or smoke-filled building.	______	______

		Teacher's initials	Date completed
194	Remove an injured person from the immediate hazard by use of carries, drags, and stretchers	______	______
195	Assist a conscious, uninjured person down a ground ladder	______	______
(Breathing Apparatus I)			
196	Don a breathing apparatus while wearing protective clothing and use of protective breathing apparatus in a restricted visibility environment	______	______
197	Demonstrate how to change an empty air cylinder	______	______
198	Demonstrate the procedure for cleaning and sanitizing protective breathing apparatus	______	______
199	Demonstrate the use of breathing apparatus while assisting other firefighters (students), conserving air, and under restricted use of the by-pass valve	______	______

Student's name ____

Social Security number ____________________ Grade ________________

_____ Number of items completed out of 199 items equals _____% (80% or 160 items required for credit)

Teacher sign off ____________________________ Date _________________
(Signature)

High school ____

To be articulated with ____________________________________ (postsecondary institution)

Postsecondary sign off signature ___________________________________

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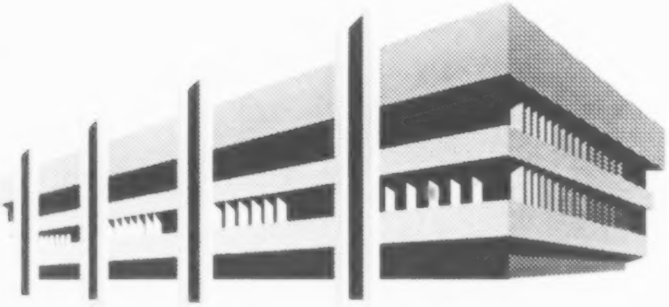
Industrial and Engineering Systems

Certificate of Advanced Mastery

Industrial and Engineering Systems



Curriculum Framework

Description:

Programs of study related to the technologies necessary to design, develop, install, operate, or maintain physical systems. These may include but need not be limited to, engineering and related technologies, mechanics and repair, manufacturing technology, precision production, and construction.

INDUSTRIAL AND ENGINEERING SYSTEMS
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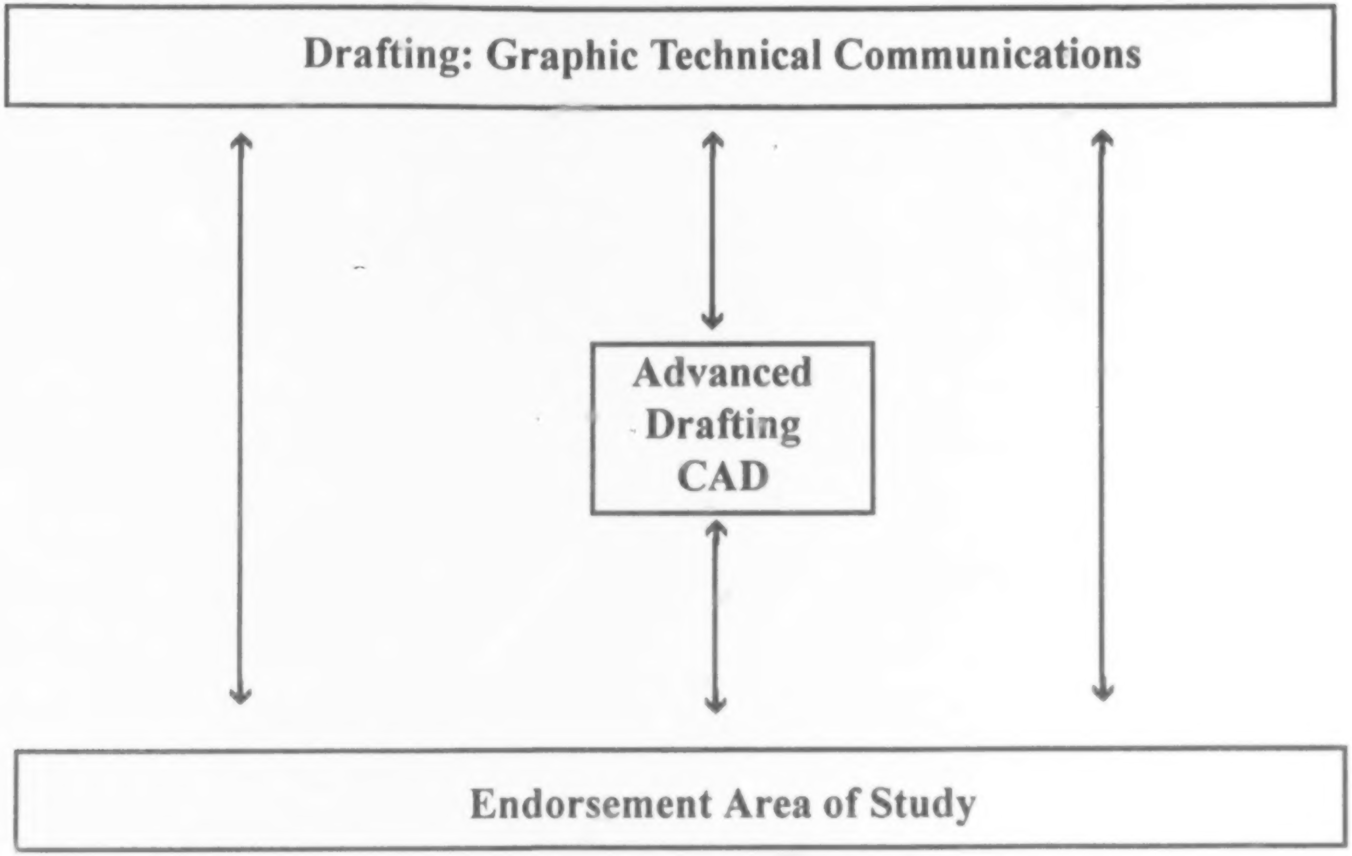
Commercially Available Modular Lab Curricula 155



Drafting: Graphic Technical Communications

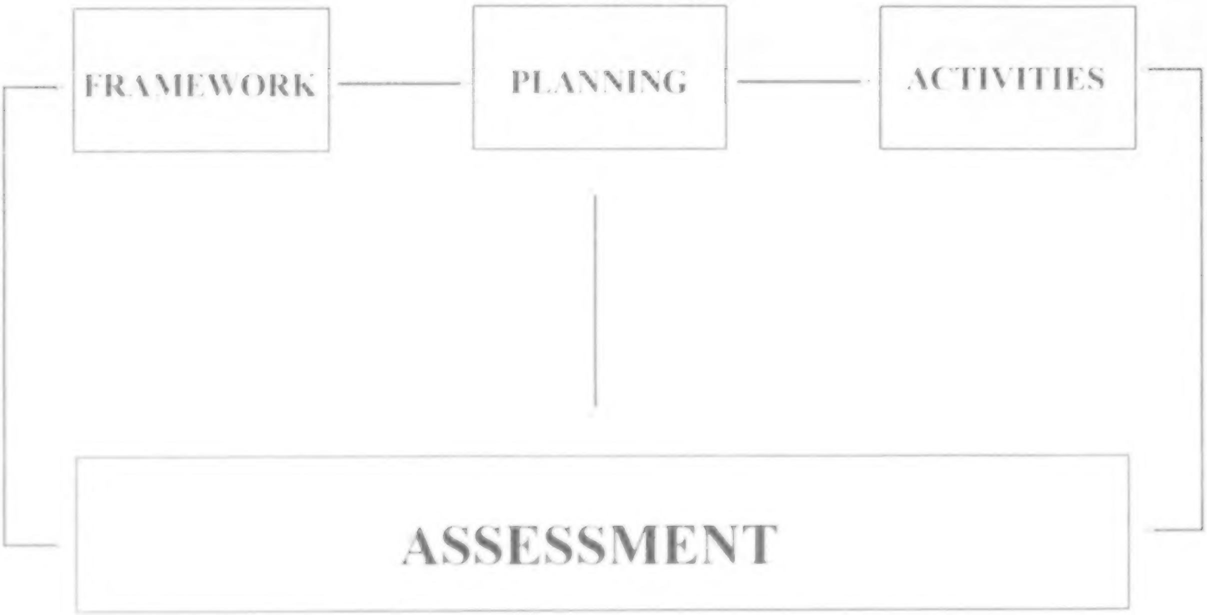
Advanced
Drafting
CAD

Endorsement Area of Study

◆ Design ◆Develop ◆Install ◆Operate ◆Maintain

ACADEMIC KNOWLEDGE -- TECHNICAL SKILLS -- WORK BEHAVIORS

ASSESSMENT


FRAMEWORK
PLANNING
ACTIVITIES
ASSESSMENT

INDUSTRIAL AND ENGINEERING SYSTEMS
PROFICIENCY STANDARDS
SCORING GUIDE

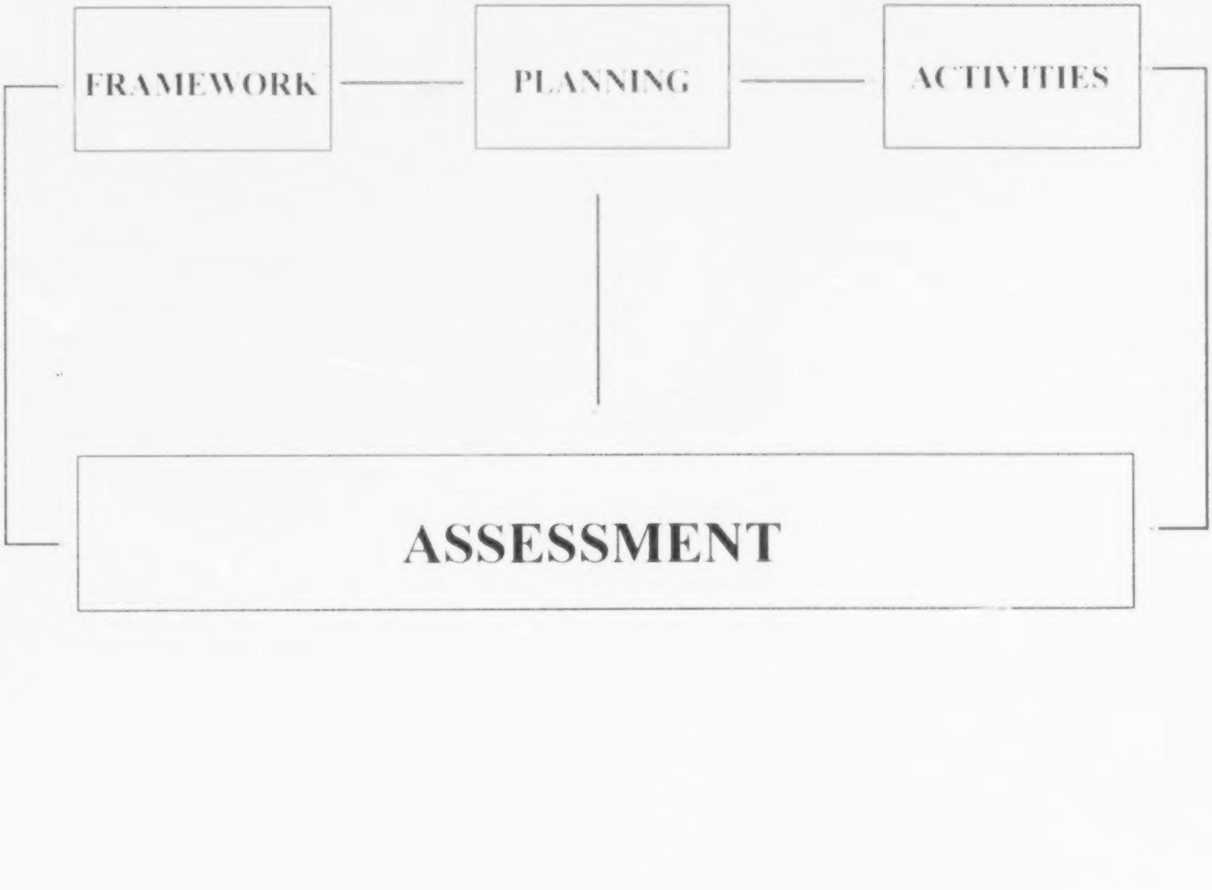
Area of Emphasis: ______________________

Learner's Name: ______________________

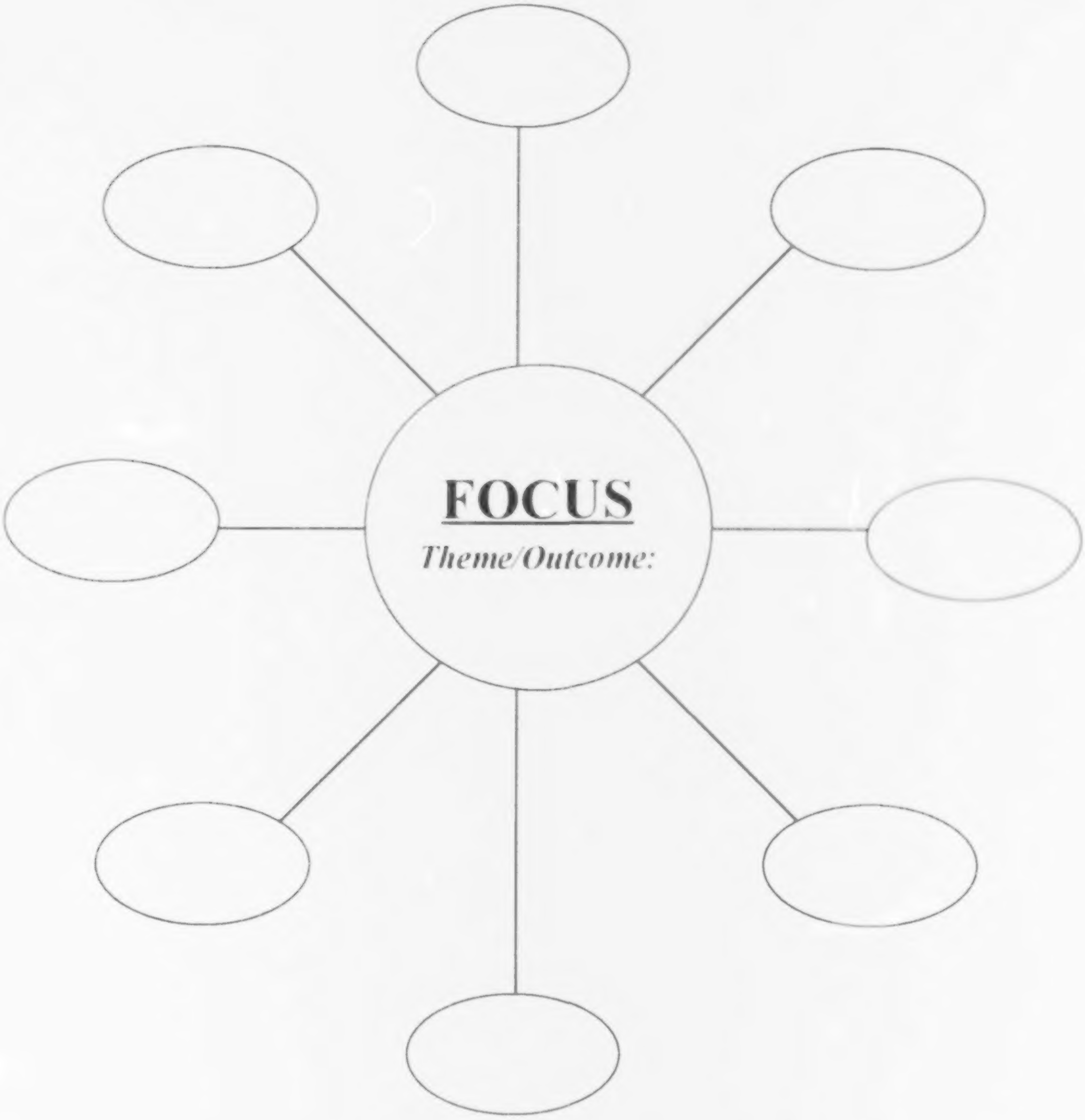
Explanation:

	PROFICIENCY STANDARDS	1	2	3	4	5	6
DESIGN	To identify a problem(s) within a system, generate alternatives for solving the problem(s), test, and evaluate the alternatives, and adapt a solution which solves the problem(s)						
DEVELOP	To analyze solutions to a problem, improve on the solutions, produce a product or service which meets the need, and evaluate the application						
INSTALL	To identify the context , think systematically, customize the procedure, and implement the procedure						
OPERATE	To assure reliable and safe performance of physical systems with continual monitoring and improvements						
MAINTAIN	To diagnose a problem, disassemble a system or sub-system, assemble system/sub-system, and implement the solution						

SCENARIO(S) FOR IMPLEMENTATION

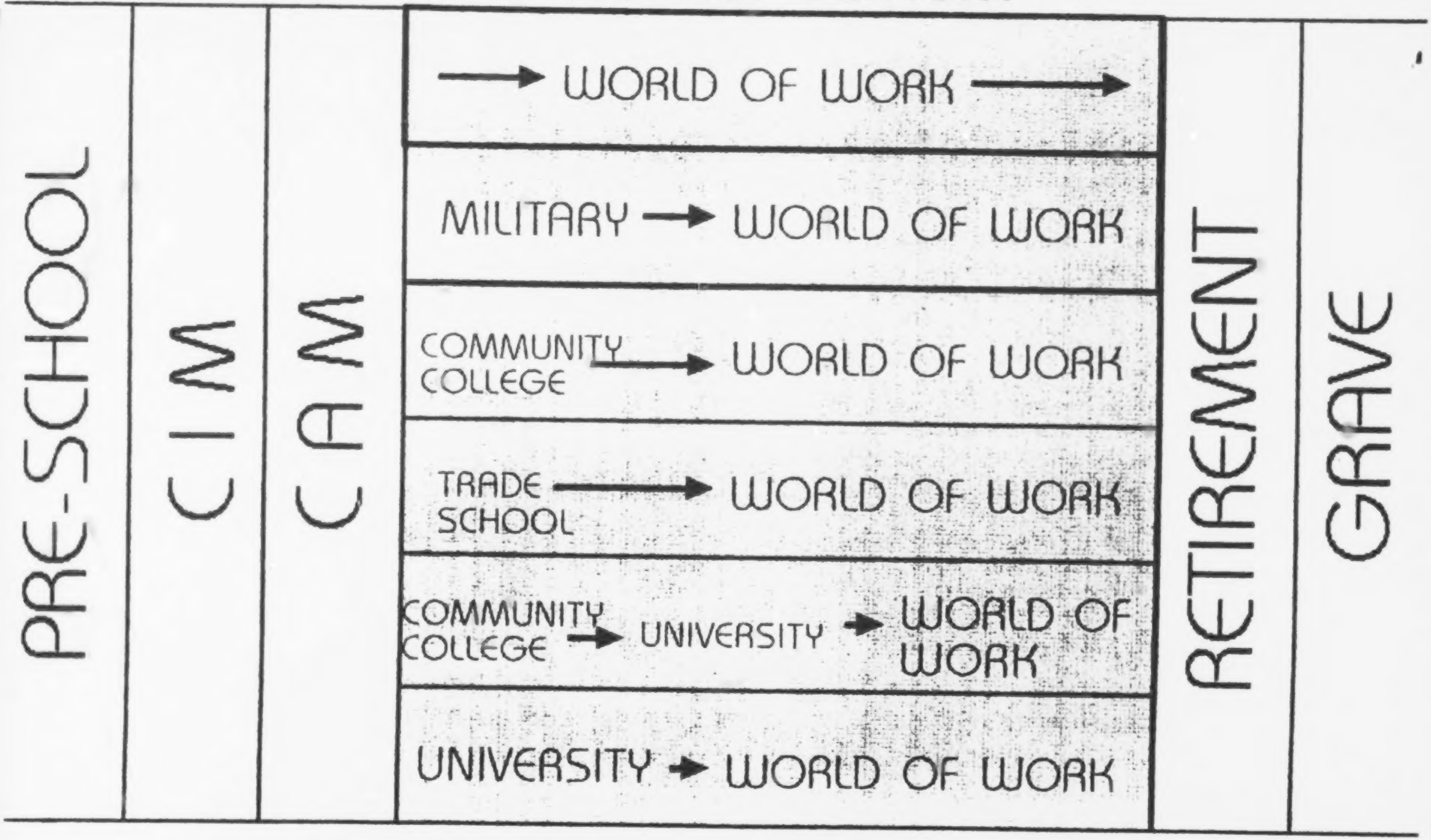

FRAMEWORK
PLANNING
ACTIVITIES
ASSESSMENT

PLANNING FOR THE INTEGRATION OF INSTRUCTION



What academic knowledge, technical skills, and work behaviors are developed or enhanced? What will students DO? How will it be assessed?

THE OREGON EDUCATIONAL ACT FOR THE 21st CENTURY



PRE-SCHOOL

CIM

CAM

→ WORLD OF WORK →

MILITARY → WORLD OF WORK

COMMUNITY COLLEGE → WORLD OF WORK

TRADE SCHOOL → WORLD OF WORK

COMMUNITY COLLEGE → UNIVERSITY → WORLD OF WORK

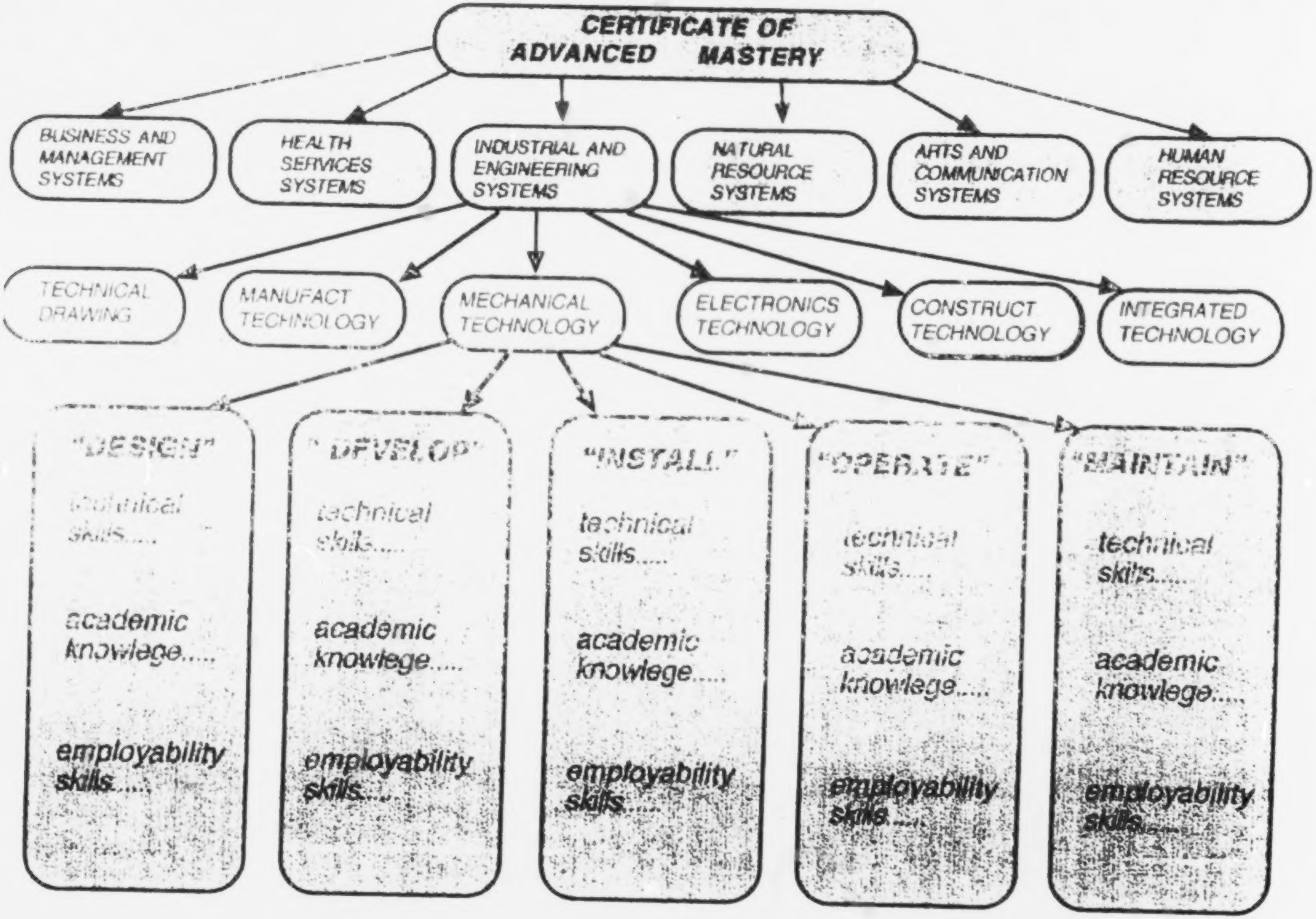
UNIVERSITY → WORLD OF WORK

RETIREMENT

GRAVE

"LIFELONG LEARNING"

BEST COPY AVAILABLE



CERTIFICATE OF ADVANCED MASTERY

BUSINESS AND MANAGEMENT SYSTEMS

HEALTH SERVICES SYSTEMS

INDUSTRIAL AND ENGINEERING SYSTEMS

NATURAL RESOURCE SYSTEMS

ARTS AND COMMUNICATION SYSTEMS

HUMAN RESOURCE SYSTEMS

TECHNICAL DRAWING

MANUFACT TECHNOLOGY

MECHANICAL TECHNOLOGY

ELECTRONICS TECHNOLOGY

CONSTRUCT TECHNOLOGY

INTEGRATED TECHNOLOGY

"DESIGN"
technical skills.....
academic knowlege.....
employability skills.....

"DEVELOP"
technical skills.....
academic knowlege.....
employability skills.....

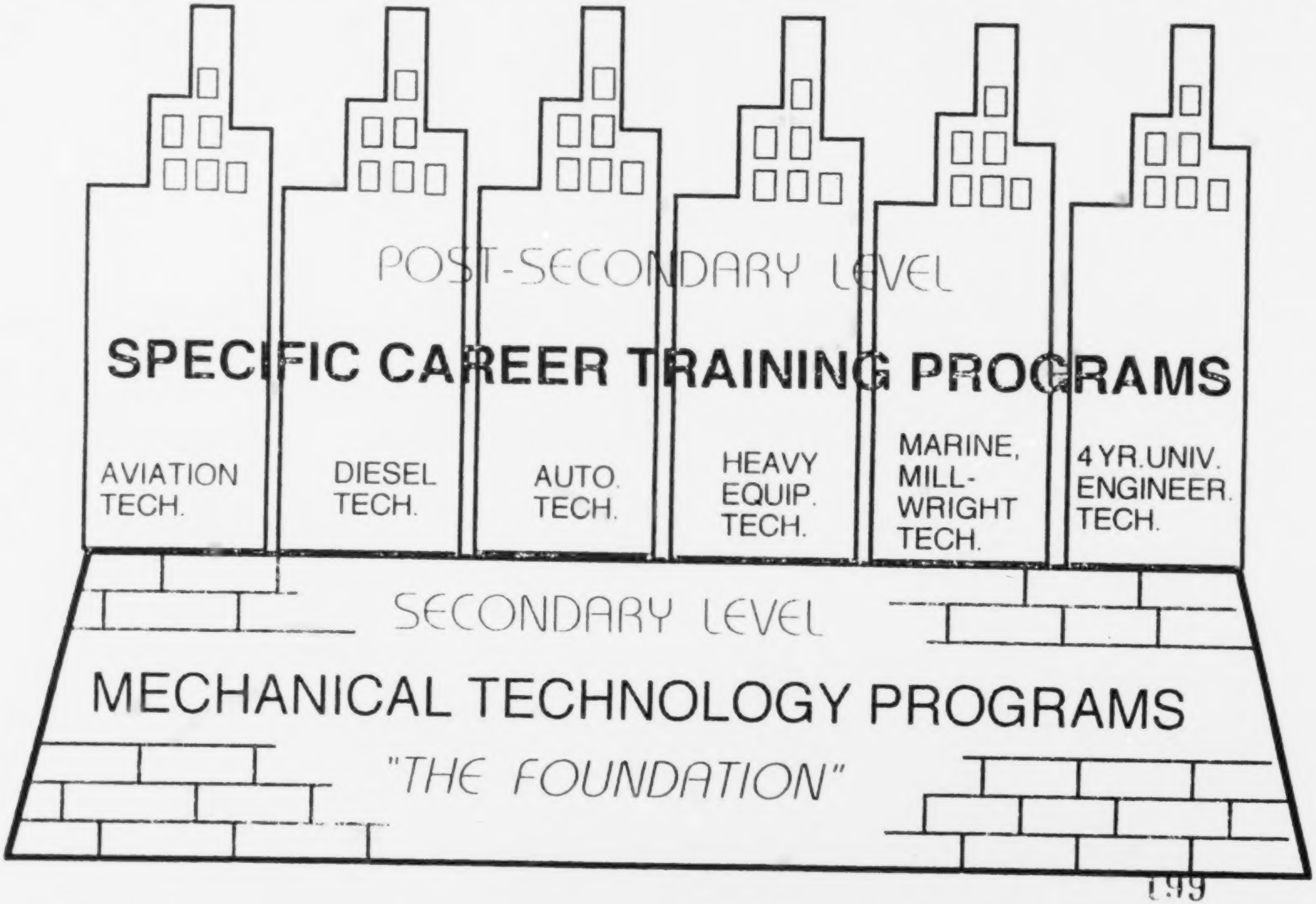
"INSTALL"
technical skills.....
academic knowlege.....
employability skills.....

"OPERATE"
technical skills.....
academic knowlege.....
employability skills.....

"MAINTAIN"
technical skills.....
academic knowlege.....
employability skills.....

BEST COPY AVAILABLE

ARTICULATION OF SECONDARY AND POSTSECONDARY TECHNICAL PROGRAMS



POST-SECONDARY LEVEL

SPECIFIC CAREER TRAINING PROGRAMS

AVIATION TECH.

DIESEL TECH.

AUTO. TECH.

HEAVY EQUIP. TECH.

MARINE, MILL-WRIGHT TECH.

4 YR. UNIV. ENGINEER. TECH.

SECONDARY LEVEL

MECHANICAL TECHNOLOGY PROGRAMS

"THE FOUNDATION"

THE OREGON MECHANICAL TECHNOLOGY MODEL

	TRADITIONAL AUTO TECH PROGRAMS	MECHANICAL TECHNOLOGY PROGRAMS
PROGRAM NAME	AUTOMOTIVE TECHNOLOGY	MECHANICAL TECHNOLOGY
PROGRAM FOCUS	CARS AND LIGHT TRUCKS	ALL MECHANICAL SYSTEMS / EQUIPMENT
CURRICULUM	SPECIFIC TASKS/DUTIES	TRANSFERABLE SKILLS AND CONCEPTS
ASSESSMENT	PERFORMANCE / COMPETENCY BASED	PERFORMANCE / COMPETENCY BASED
SKILLS TAUGHT	AUTOMOBILE (SPECIFIC)	MECH SYSTEMS/EQUIP (BROAD)
SKILL DEPTH	AS DEEP AS POSSIBLE IN A FOCUSED SKILL AREA	MODERATE DEPTH IN MANY SKILL AREAS
SUBJECT EMPHASIS	TECHNICAL SKILLS	TECHNICAL, ACADEMIC, AND EMPLOYABILITY SKILLS
APPROACH	DISCRETE / COMPARTMENTALIZED	INTEGRATED / SYSTEMS APPROACH
CURRICULUM LIFESPAN	DISCRETE SKILLS AND TASKS MAY BE OBSOLETE WHEN THE HARDWARE BECOMES OBSOLETE	BROAD TRANSFERABLE SKILLS AND CONCEPTS CAN BE APPLIED TO WANING AND EMERGING TECHNOLOGY
LAB ACTIVITIES	CENTERED ON AUTOMOBILES	CENTERED ON AVAILABLE EXAMPLES OF MECHANICAL SYSTEMS (INCLUDING CARS)
GRADUATE CAREERS	AUTO TECHNICIAN	AUTO, DIESEL, HEAVY EQUIP., AVIATION, MARINE, RAILROAD, SMALL ENGINE AND STATIONARY EQUIPMENT MECHANICS AND TECHNICIANS
CURRICULUM ORGANIZATION	AROUND SYSTEMS OF CAR	AROUND 5 MAJOR ELEMENTS DESIGN, DEVELOP, INSTALL, OPERATE, AND MAINTAIN
SCHOOL/COLLEGE RESPONSIBILITY	BOTH LEVELS STRIVE TOWARD "ENTRY LEVEL" TECHS , ARTICULATION REDUCES CURRICULUM REPETITION	SECONDARY LEVEL LAYS A BROAD FOUNDATION IN MECH TECHNOLOGY, POST-SECONDARY LEVEL BUILDS UPON THE FOUNDATION TO PRODUCE TECHNICIANS IN SPECIFIC CAREER FIELDS
MECHANICAL AWARENESS	NON MECHANICAL TECH CAREER STUDENTS HAVE A GOOD UNDERSTANDING OF AUTOMOTIVE TECHNOLOGY	NON MECHANICAL TECH CAREER STUDENTS HAVE A BETTER UNDERSTANDING OF ALL FORMS OF MECHANICAL SYSTEMS AND EQUIPMENT

Natural Resource Systems

OREGON

Natural Resource Systems Curriculum Framework

Certificate of Advanced Mastery Endorsement Area of Study

June 15, 1995

WELCOME to the Natural Resource Systems curriculum guide.

The document is a "labor of love" by over 1000 Oregonians who donated their time and expertise helping to improve education for our children. We could not have afforded to pay for the technical expertise donated by the participants in this project.

The guide is lengthy. However, considering our charge to cover "all aspects of the industry," it's probably too brief. The Natural Resources industry in Oregon is a complex, extensive and sometimes controversial enterprise.

The guide is a framework. We expect schools and community colleges to use it in developing their own instructional modules, courses, and programs. It should be especially helpful in developing Natural Resource-related Tech Prep Programs. We have provided a 3-ring notebook hard copy and computer disk copy for this purpose. Feel free to make any changes you wish.

We suggest you read the section on definitions first. Many of the phrases and terms used in the guide are from Oregon's School Restructuring Agenda and may not be familiar to the reader.

In addition to meeting the contract requirements, our steering and technical committees identified three key accomplishments which they feel have statewide significance. These accomplishments are:

1. We updated the NRS curriculum content available to schools by about 60 years;
2. We pulled together "all aspects" of the Natural Resources Industry into one package; and
3. This is probably the only statewide Natural Resources initiative in recent years which has enjoyed a resolution satisfactory to all the diverse interests involved.

I would personally like to thank the people on the Steering, Technical, and Synthesis Committees for their persistence and hard work. Also, I'd like to extend my thanks to those who responded to our consensus gathering surveys. In addition, the project consultants, Burr and Ada Fancher of Albany, deserve special thanks for the yeoman's work they performed. Finally, thanks Don Sligar, Natural Resource Specialist, Office of Professional Technical Education, Oregon Department of Education. Your faithful assistance and support made this project possible.

Sam Pambrun, Project Director
Umatilla Morrow Education Service District
Pendleton, Oregon

dvo

A note to users who will be using the files in this notebook:

All the files listed as PROFILE.* have been renamed to NR_PROFL.* in case you copy the files into a common directory with the files from the other five Certificates of Advanced Mastery.

All the files listed as APPENDIX.* have been renamed to NR_APPND.* for the same reason.

If you have a question about the files in this set, please call Bill DeBoard at (503) 888-7271. Please direct all other questions about Natural Resources to Sam Pambrun or the persons listed in these files who assisted with this project.

APPENDICES
(Electronic Access Only)

APPENDICES

(Electronic Access Only)

APPENDIX A. Curriculum Analysis - Level I

APPENDIX B. Curriculum Analysis - Level II

APPENDIX C. Curriculum Analysis - Level III
1. Agriculture
2. Aquatic and Marine Systems (watershed)
3. Fish and Wildlife Resource Management
4. Forest Systems
5. Geology and Mineral Industries
6. Horticulture
7. Recreation and Cultural Resource Management
8. Urban Environmental Systems

APPENDIX D. Proficiencies/Competencies Standards List
1. Level I
2. Level II
3. Agriculture
4. Aquatic and Marine Systems (watershed)
5. Fish and Wildlife Resource Management
6. Forest Systems
7. Geology and Mineral Industries
8. Horticulture
9. Recreation and Cultural Resource Management
10. Urban Environmental Systems

APPENDIX E. Bibliography

Electronic Access to Appendix Files

Each school is being provided two disks. "NRS Disk 1- Guide" is the Curriculum Guide which is exactly the same as the printed volume. "NRS Disk 2- Appendices" is the Appendix to the Guide and contains the project developmental files. The "clean" copy of the proficiency standards/competencies should be especially helpful. The Bibliography in NR_APPND E has a more complete reference listing than the RESOURCE sections of the PROFILES for Levels I, II and III.

Curriculum Analysis Matrices

One set of disk files shows the analysis completed on the proficiency standards. These are found as 50 separate tables under each level and emphasis area. These files are headed NR_APPND.C-.

Standards

A second set of files offer a concise list of proficiency standards/competencies which are useful when doing curriculum organization for individual schools. These files are labeled NR_APPND.D-.

Bibliography

A third file that is found on the disk is a bibliography of materials collected throughout this project. The file is NR_APPND.E.

Disk Directory

A directory for accessing the WordPerfect files is shown below. The file name and description should lead a computer user to the materials in a quick fashion.

FILE		*CONTENTS OF "NRS DISK 1 - GUIDE"*
NR_INTRO	-	**Title Page**
	-	**Assurance/Compliance Statement**
	-	**Acknowledgement**
	-	**Table of Content**
	-	**Definitions**
	-	**Developmental Process**
	-	**Statewide Consensus**
	-	**How to Use the Guide**
	-	**Analysis by Content Organizers**
	-	**Content Analysis by Required Outcomes**
	-	**Content "Themes" and "Streams"**
NR_PROFL.I	-	**Profile sheets for each proficiency standard in Level I.**
NR_PROFL.II	-	**Profile sheets for each proficiency standard in Level II.**
NR_PROFL.AGR	-	**Profile sheets for each proficiency in Agriculture.**

NR_PROFL.AQA	-	**Profile sheets for each proficiency in Aquatic and Marine Systems (watershed).**
NR_PROFL.FIS	-	**Profile sheets for each proficiency in Fish and Wildlife Resource Management.**
NR_PROFL.FOR	-	**Profile sheets for each proficiency in Forest Systems.**
NR_PROFL.GEO	-	**Profile sheets for each proficiency in Geology and Mineral Industries.**
NR_PROFL.HOR	-	**Profile sheets for each proficiency in Horticulture.**
NR_PROFL.REC	-	**Profile sheets for each proficiency in Recreation and Cultural Resource Management.**
NR_PROFL.URB	-	**Profile sheets for each proficiency in Urban Environmental Systems.**

FILE		***CONTENTS OF " NRS DISK 2 - APPENDICIES"***
NR_APPND.A	-	**Analyses of Level I Proficiency Standards in tables according to content organizers and required outcomes.**
NR_APPND.B	-	**Analyses of Level II Proficiency Standards in tables according to content organizers and ODE requirements.**
NR_APPND.C-1	-	**Analyses of Agriculture Proficiency standards in tables according to content organizers and ODE Requirements.**
NR_APPND.C-2	-	**Analyses of Aquatic and Marine Systems Proficiency Standards in tables according to content organizers and ODE Requirements**
NR_APPND.C-3	-	**Analyses of Fish and Wildlife Resource Management Proficiency Standards in tables according to content organizers and ODE Requirements.**
NR_APPND.C-4	-	**Analyses of Forest Systems Proficiency Standards in tables according to content organizers and ODE requirements.**
NR_APPND.C-5	-	**Analyses of Geology and Mineral Industries Proficiency Standards in tables according to content organizers and ODE Requirements.**

NR_APPND.C-6 - Analyses of Horticulture Proficiency Standards in tables according to content organizers and ODE Requirements.

NR_APPND.C-7 - Analyses of Recreation and Cultural Resource Management Proficiency Standards in tables according to content organizers and ODE Requirements.

NR_APPND.C-8 - Analyses of Urban Environmental Systems Proficiency Standards in tables according to content organizers and ODE Requirements.

NR_APPND.D-1 - Concise list of Proficiency Standards/ Competencies for Level I.

NR_APPND.D-2 - Concise list of Proficiency Standards/ Competencies for Level II.

NR_APPND.D-3 - Concise list of Proficiency Standards/ Competencies for Agriculture.

NR_APPND.D-4 - Concise list of Proficiency Standards/ Competencies for Aquatic and Marine Systems (watershed)

NR_APPND.D-5 - Concise list of Proficiency Standards/ Competencies for Fish and Wildlife Resource Management.

NR_APPND.D-6 - Concise list of Proficiency Standards/ Competencies for Forest Systems.

NR_APPND.D-7 - Concise list of Proficiency Standards/ Competencies for Geology and Mineral Industries.

NR_APPND.D-8 - Concise list of Proficiency Standards/ Competencies for Horticulture.

NR_APPND.D-9 - Concise list of Proficiency Standards/ Competencies for Recreation and Cultural Resource Management.

NR_APPND.D-10 - Concise list of Proficiency Standards/ Competencies for Urban Environmental Systems.

NR_APPND.E - Bibliography of Natural Resources references.

CAM InfoNet

DRAFT

User's Guide

CAM InfoNet

June, 1995

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CAM InfoNet

(Certificate of Advanced Mastery Information Network)

An Electronic Communications Network for People Involved in Developing Oregon's Certificate of Advanced Mastery (CAM)

Do you have the need to learn about the Certificate of Advanced Mastery or share your curriculum plans with others? If so, CAM InfoNet may be a new opportunity for you. CAM InfoNet is an electronic meeting place for people interested in developing the Certificate of Advanced Mastery. It is a forum for the sharing of information, planning activities, and a showcase for promising curricula.

CAM InfoNet provides electronic messaging, conferences, data transfer and file storage areas. The major purpose is to connect Oregon's high school and community college academic and professional technical education programs. You may have information others need! If you have any curricula or information that will help others from "reinventing the wheel" be sure to share it over the CAM InfoNet.

CAM InfoNet can be accessed by using the Internet or by dialing in over existing phone lines. It currently is a free service that is operated as joint project of the Oregon Department of Education's Office of Professional Technical Education, North Clackamas School District - Sabin Occupational Center, Deschutes Education Service District, and the Oregon Forestry Natural Resource Instructors' Association.

The service is a bulletin board, but it can be accessed by the World Wide Web. It doesn't matter what type of computer you might want to use to visit the system but the most common platforms are through Windows or a Mac using a "client" interface. A "client" is a software program that allows users the point and click functionality of a graphical computer and a mouse. If you don't have the "client" it can be obtained on-line or by contacting one of the information sources. The CAM InfoNet can also be accessed by more traditional means through just about any telecommunications software package. Just set your settings for up to 9600 baud, 8 bits, NO Parity, and 1 stop bit. Lower transmission rates are automatically supported. To use CAM InfoNet as a phone dial in service dial 503-698-2675.

The Internet is the best way to reach the CAM InfoNet. If your school has Internet access you most likely can reach CAM InfoNet with no long distance phone charges. You may telnet to CAM InfoNet at the IP Address of 198.236.188.2, but the best access is obtained using the "client" set up for Internet (TCP) use. You may also use a *web browser* to view files as World Wide Web pages.

Information areas on the CAM InfoNet currently include Certificate of Advanced Mastery General Information, specific endorsement area topics, school to work information, address lists of endorsement area teachers, electronic mail, and reports by cadres and curriculum projects. You can share information with anyone in the state or the world or just between yourself and a friend. If CAM InfoNet does not have a topic that you need just create a one that fits your needs. The flexibility of the system allows the users to develop and maintain topics without waiting for a system operator to do it.

CAM InfoNet relies on people like YOU to build its database. If you don't take the time to share information with others the information available to all will grow slowly. Remember the activity of CAM InfoNet's users will make it useful. It is not just a box waiting with all the answers.

There are probably hundreds of different uses for the CAM InfoNet. Let your imagination determine how you can best use the system. If you would like further information please contact:

Don Sligar, Specialist
Oregon Department of Education
Office of Professional Technical Education
255 Capitol NE
Salem, OR 97310
Phone: 503-378-3584 ext 345
E-Mail: don.sligar@state.or.us

Terry Wertz, System Operator
Sabin Occupational Center
North Clackamas School District

14211 Johnson Road SE
Milwaukie, OR 97222
Phone: 503-698-2226

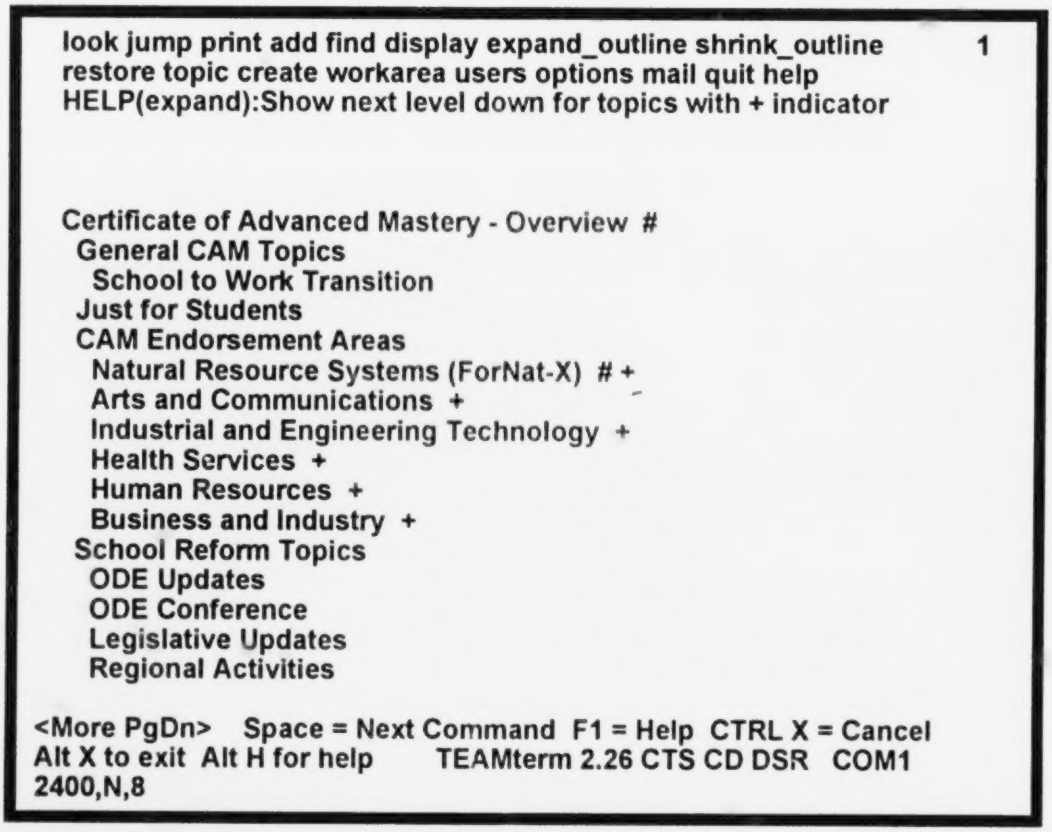
The development of CAM InfoNet is a partnership between the following providers of funds, technical support, leadership, and phone access: Oregon Department of Education Office of Community College Services - Office of Professional Technical Education, North Clackamas School District - Sabin Occupational Skills Center, Deschutes Education Service District, Oregon Forestry Natural Resource Instructors' Association, Natural Resource Systems Cadre, and the Industry and Engineering Curriculum Project. Initial development of FOR/NAT-X (the predecessor to CAM InfoNet) was provided by lottery funds from the Oregon Workforce 2000.

Accessing CAM InfoNet

Computer Types and Platforms

CAM InfoNet is available for a number of different types of users. It is very flexible and can allow people with Windows, Macintosh, DOS, UNIX or any Text Based computer platform to use the system. You will have to access CAM InfoNet differently based on the type of computer platform and desired use. CAM InfoNet may look different because of the way you access it. The following graphics show the differences between the look of a Client known as a Graphical User Interface (GUI) and the Text Based application.

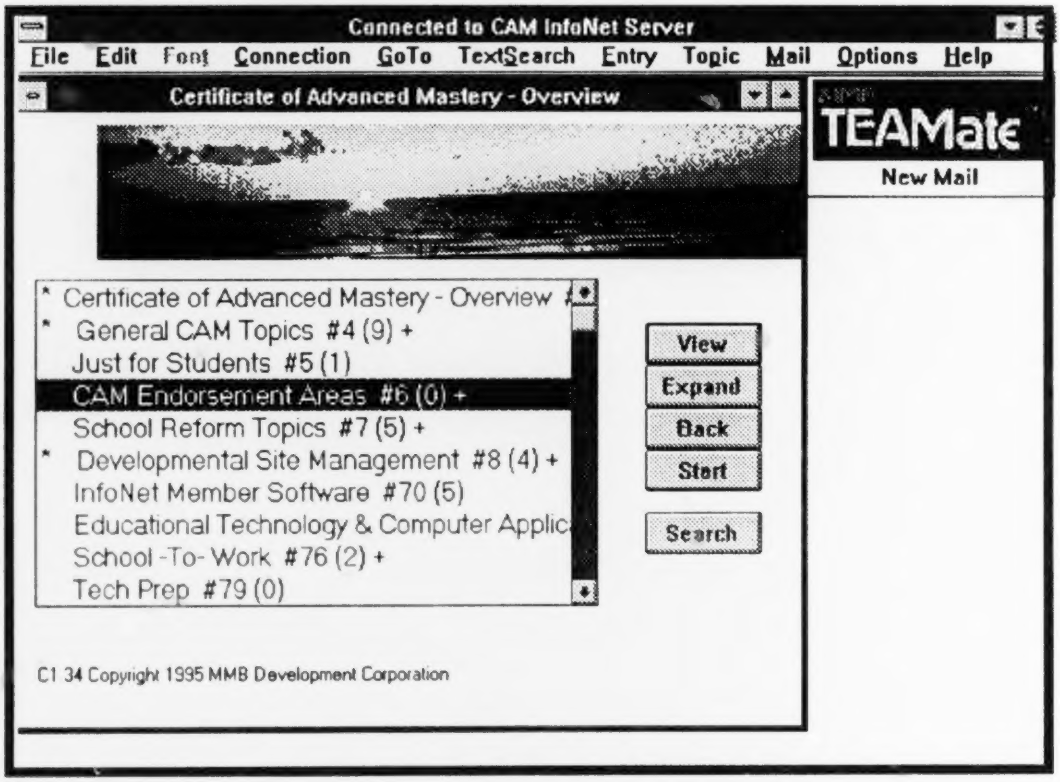
Text Based



```
  look jump print add find display expand_outline shrink_outline        1
  restore topic create workarea users options mail quit help
  HELP(expand):Show next level down for topics with + indicator



  Certificate of Advanced Mastery - Overview #
   General CAM Topics
     School to Work Transition
   Just for Students
   CAM Endorsement Areas
     Natural Resource Systems (ForNat-X) # +
     Arts and Communications +
     Industrial and Engineering Technology +
     Health Services +
     Human Resources +
     Business and Industry +
   School Reform Topics
     ODE Updates
     ODE Conference
     Legislative Updates
     Regional Activities

<More PgDn>   Space = Next Command  F1 = Help  CTRL X = Cancel
Alt X to exit  Alt H for help       TEAMterm 2.26 CTS CD DSR   COM1
2400,N,8
```

Figure 1 - Sample of the screen using the text based CAM InfoNet.

Client Graphical User Interface (GUI)


Connected to CAM InfoNet Server
File
Edit
Font
Connection
GoTo
TextSearch
Entry
Topic
Mail
Options
Help
Certificate of Advanced Mastery - Overview
TEAMate
New Mail
View
Expand
Back
Start
Search

* Certificate of Advanced Mastery - Overview
* General CAM Topics #4 (9) +
Just for Students #5 (1)
CAM Endorsement Areas #6 (0) +
School Reform Topics #7 (5) +
* Developmental Site Management #8 (4) +
InfoNet Member Software #70 (5)
Educational Technology & Computer Applic
School -To- Work #76 (2) +
Tech Prep #79 (0)

C1 34 Copyright 1995 MMB Development Corporation

Figure 2 - Sample of the screen using the GUI Client in Windows.

Dial In Access

CAM InfoNet allows you to enter the system through dial in phone lines either in "text mode" or using a "Graphical User Interface (GUI)". Text mode can be using any number of telecommunications software packages. This software must be configured to an "VT100" terminal type at 8N1. You may use baud rates up to 9600 baud.

The access phone number is (503) 698-2675.

The GUI has been developed for either the Windows or Macintosh systems. To use the GUI you must have "client" software. The client is available on disk from the system contacts OR by downloading it from CAM InfoNet using the text based system.

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To tell the CAM InfoNet server what method you are using to access you will have to use different server names (or server logins):

- Use bbs1 to identify that you are using "text based" access.
- Use bbs2 to identify that you are using the "client GUI".

TCP/IP (Transfer Control Protocol/Internet Protocol) or Internet Access

The Cam InfoNet can be accessed through the Internet by TCP. You must have TCP drivers installed on your computer and Internet access through your network, SLIP, or PPP. There are a number of commercial services available if your school or organization does not have a direct connection.

The IP address of CAM InfoNet is 198.236.188.2.

Internet access also can be "text" or "client GUI" based. The text based mode can be achieved using telnet. After loading TCP/IP load your telnet software and connect to the IP address 198.236.188.2. At the log in prompt enter **bbs1**. At the terminal type enter **ansi.** Follow the text based log on instructions that appear later in this manual.

The client can be configured to use the TCP/IP access mode. When installing the client choose the option for TCP/IP. The installation will set the correct parameters for this type of access by altering the initialization file (mmb.ini). The server name for the Internet/GUI Client is **5414**.

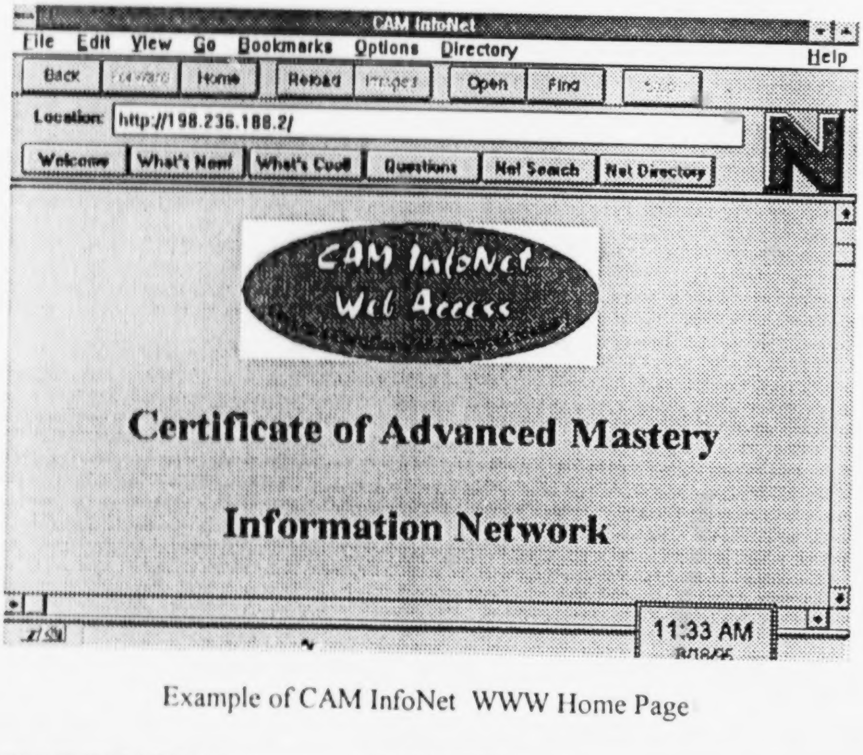
World Wide Web Access

Cam InfoNet can be accessed through the ***World Wide Web (WWW).*** To use the ***WWW*** you will need browser software such as Netscape, Mosaic, Cello, or the similar feature in Windows 95. The ***WWW*** will allow you to search through the topics, read entries, and view graphics. Graphics and entries can also be downloaded or printed. While using the ***WWW*** access you will not be able inter-act by uploading entries or using the mail function of ***CAM InfoNet***.

To access ***CAM InfoNet*** using the ***WWW*** start your browser software and type in a new ***URL*** location of:

http://bbs.nclack.k12.or.us
OR
http://198.236.188.2

You will see a "***HOME PAGE***" for the ***CAM InfoNet***. Click on the highlighted words to enter the ***CAM InfoNet Database***. This will take you to the ***Main Topic Outline*** of ***CAM InfoNet***. Colored highlighted topics are "hot" links to sub-topics and entries. Entries will be text based and can be read on screen. Binary files are indicated as such and can be downloaded by "saving to disk" in your browser menus.



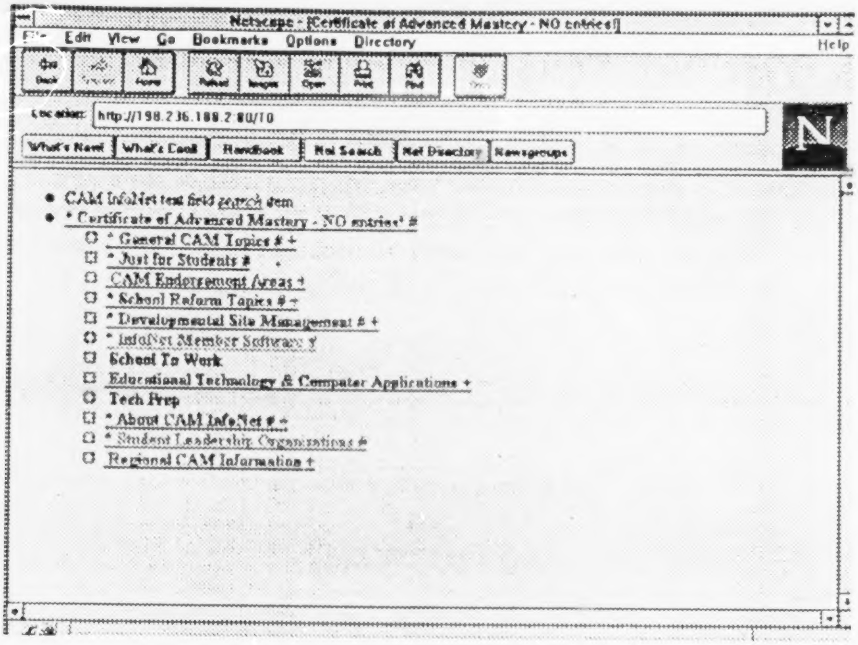
CAM InfoNet
File Edit View Go Bookmarks Options Directory Help
Back Forward Home Reload Images Open Find Stop
Welcome What's New! What's Cool! Questions Net Search Net Directory
CAM InfoNet Web Access
11:33 AM

Location: http://198.236.188.2/

Certificate of Advanced Mastery

Information Network

Example of CAM InfoNet WWW Home Page


Netscape - [Certificate of Advanced Mastery - NO entries]
File
Edit
View
Go
Bookmarks
Options
Directory
Help
Back
Forward
Home
Reload
Images
Open
Print
Find
Stop
Location:
http://198.236.188.2:80/10
What's New!
What's Cool!
Handbook
Net Search
Net Directory
Newsgroups
N

- CAM InfoNet text field search item
- * Certificate of Advanced Mastery - NO entries* #
    - ○ * General CAM Topics # +
    - ○ * Just for Students #
    - ○ CAM Endorsement Areas +
    - ○ * School Reform Topics # +
    - ○ * Developmental Site Management # +
    - ○ * InfoNet Member Software #
    - ○ School To Work
    - ○ Educational Technology & Computer Applications +
    - ○ Tech Prep
    - ○ * About CAM InfoNet # +
    - ○ * Student Leadership Organizations #
    - ○ Regional CAM Information +

Example of CAM InfoNet Web Page In the Database

Logging On Using Text Based Communications Software

(Do Not Read if using the GUI Client skip to the next section)

Once your computer system is hooked up and configured you are ready to log on. Follow these steps to log on by phone line:

1 Load your telecommunications or telnet software package.

2 **DIAL In** - Enter the dial screen and dial **698-2675** in the Portland, OR area. Outside of Portland you will need to dial **1-503-698-2675**. If your phone system requires a 9 for an outside line you will need to add the 9. If you have "*call waiting*" insert *70, before the number.
TCP/Internet - Connect to IP Address 198.236.188.2.

3 If using dial in access the modem should make some noise and ring the number. You will get a message that says something like "*CONNECT 2400*"

4 You will be greeted by a screen which says "*Welcome to SCO Unix System Release 3.2 (Forestry.Forestry.UUCP<ttyp0)*"

5 At the prompt "*login*" type in **bbs1** (bbs number one)

6 At the prompt "*terminal type*" type in **ansi**

7 At the MENU choose an option:

    1. **Log in as an existing member (return)**
    2. **Log in as a guest**
    3. **Become a CAM InfoNet member**
    4. **Leave the system now**

Options 1,2, or 3 (Press 4 to leave the CAM InfoNet:

Existing Member	Guest	Become a Member
1.At the prompt "*user name*" type in (your previously identified user name--usually **last name and first initial ie.** jonesd for j. jones). 2.At the prompt "*password*" type in (your personal password).	1.At the prompt "*user name*" type **guest**. 2.At the prompt "*password*" type **guest**.	1.Complete the questionnaire, 2.Enter your choice of a user name (example use: last name and first initial ie. jonesj for j. jones) in lower case type, 3.Answer Correct (**y/n**). 4.Enter *First Name*, 5.Enter *Last Name*, 6.Enter *Telephone Number*, 7.Enter *Company Name*, 8.Enter *Street Address*, 9.Enter *City*, 10.Enter *State*, 11.Enter *Postal Code (zip)*, 12.Press any key at log on screen, 13.Press **"O"** for **Option** at *main menu*, 14.Tab to *Password Change New* and enter **your password**, 15.Tab to *Password Change Check*. and enter **password** again. 16.Tab to "*Make these changes permanent*", 17.*Arrow* to **Yes**. 18.Check your user info and *tab* to any field you wish to change, 19.Press the Enter Key.

7. You should now be asked to continue and the computer will verify your login. Press any key to continue.
8. When you see the main menu you are ready to use the system. Menu choices are listed across the top of the screen. The **help** line indicates what each menu choice will do. The topic areas are listed in outline form.

Getting Around While On Line In Text Mode

- Use the **space bar or arrows** to move between menu items.
- Use the **Tab Key** to change selection areas.
- Pressing the **first letter** of any command will also invoke that command.
- Pressing **F1** will give you a help screen.
- Pressing **F9** will regenerate the screen if you see a lot of nonsense.
- **ESC** will back out of the current screen to the previous screen.
- The **Shrink** command will go back one level on the outline.
- The **Expand** command will expand the level of the outline.
- The # indicates that there are more entries under the topic. Highlight the topic and choose the **Look** command. Highlight the entry and choose the **Display** command to read.
- Highlight **Mail** to read or send e-mail
- To exit (Log off) the system press the **Q key** or highlight **Quit** and press **Enter.**

Note: If your pc computer terminal software does not work properly request a copy of the "tt" terminal software from the system operator. Install and run "tt" on your computer and replace the word "ansi" with "tt" when prompted for the terminal type.

Instructions To Install The GUI Client for Windows

Version 1.34

General Information

There are two ways that you can install the *CAMInfoNet Graphical User Interface (GUI) Client* on your computer:

Dial In Access -This access is for use if you are dialing over the phone line with a modem to the phone number 503-698-2675.

TCP or Internet Access -This access is for use if you are using TCP/IP over your network service and/or SLIP/PPP service to the Internet.

The *Client* is a self extracting Zip file which is a number of individual compressed files. It will provide you with all of the necessary files to run the *CAMInfoNet GUI Client* for your situation.

Installation Instructions:

1. Run the **install.bat** file from either the A: or B: drive. You may run the install from the *DOS* prompt or from the *Windows File/Run Dialog Box*. To run from *Windows* type **A:\install.bat** in the dialogue box (change A: to B: if needed). The install will place the client in a sub-directory named MMB on your C drive. If you wish to install on any other drive follow the directions in the install file.
2. The installation will prompt you to **Continue** or **Stop**.
3. Follow instructional prompts.
4. The installation will create a directory named **C:\MMB** and self-extract itself into a number of different files in the C:\MMB directory.
5. You will be asked to choose the type of installation: **D for Dial In** or **T for TCP (Internet)** access. Your choice will determine the correct initialization files automatically.
6. Start *Windows* if you were not using *Windows* and the *File Manager*.
7. Make a *Program Group*:
    a. Click on *File\New\Program Group* and type in **CAMInfoNet**, *Click OK*
    b. Click on *File\New\Program Item* and type in **CAMInfoNet**,
    c. Type in *Command Line* **C:\MMB\teamate.exe**, click on **OK**
8. Start the *CAMInfoNet Client* by clicking on the icon.
9. When the *CAMInfoNet Client* software is running select *Options\Configure* from the *Main Menu*. This will allow you to configure the operation for your specific needs. A small window will appear which lists the changes you may make on the left (use the small down arrow to see the entire list) and make any changes in the right entry box.
10. You will need to check the following for ***dial up access:***
    a. **user name *-** This box will be set to "**signup**". If you are a first time user leave it this way. After you log on to *CAM InfoNet* a questionnaire will

appear. There you can give yourself a **user name**. This is the name you are using on the *CAMInfoNet* system (i.e. smithj). The self log on process will automatically change this box to match your chosen user name the next time you use the system

b. **user password*** - Leave this box **blank** for initial log on. This will be the password you have chosen the next time you log on to the system.

c. **COM Port** - this is the com port your modem is using (1-4) check to see that it is correct. You can use the DOS program *MSD* to find out the port number if you don't know.

d. **COM Speed** - This is the baud rate of your modem

e. **Phone Number** - The phone number for *CAM InfoNet* is already entered. You may need to type in any additions required (i.e. *70 turns off call waiting, 9 for an outside line, 1 -503 for long distance to the Portland, Oregon area.

OR

You will need to check the following for ***TCP access***:

a. **user name ***- This box will be set to "**signup**". If you are a first time user leave it this way. After you log on to *CAM InfoNet* a questionnaire will appear. There you can give yourself a user name. This is the name you are using on the *CAMInfoNet system* (i.e. smithj). The self log on process will automatically change this box to match your chosen user name the next time you use the system.

b. **user password*** - Leave this box blank for initial log on. This will be the password you have chosen the next time you log on to the system.

c. **serverID** - this should be 198.236.188.2 and is probably already entered.

d. **servername** - ***DO NOT CHANGE THE SERVERNAME (5414) OR SERVER PASSWORD (fjfjdk).***

12. **Save Directory** - You may indicate the directory where you would like to save downloaded files automatically by typing the directory path in this box.
13. Click on the **OK** button to save your changes.
14. Begin your connection by clicking on **Connection/Connect**. The correct *user name and password* will automatically be entered in the appropriate boxes. If you want to log on using a different *user name or password* just delete the existing and enter the name and password that you would like to use. You may change the *user name and password* by over typing in the dialogue box but it will not be retained unless you use the *Options/Configure* method.

* *The* ***username*** *and* ***user password*** *must be entered in lower case letters.* ***DO NOT use any upper case.*** *You may leave one or both of the* ***username*** *and* ***user password*** *blank in the configuration. This will mean that you have to enter the correct name or password on each use. Sometimes this is a good idea for computers with multiple users or security needs.*

Instructions To Install the GUI Client for MacIntosh

Obtain a copy of the MAC GUI Client on floppy disk or download it from the CAMInfoNet using another communications software package.

1. Copy the CAMInfoNet disk to a hard drive folder.
2. Eject the floppy disk and store in a safe place.
3. Activate the CAMInfoNet folder on the hard drive and view the CAMInfoNet window.
4. Double click on the Teamate folder to view the Teamate window with the Teamate Installer icon.
5. Double click on the Teamate Installer icon.
6. Click on the "Continue" button.
7. Click on the Title window to continue.
8. Determine which Teamate application you need to install and choose (highlight) your choice:
   -Teamate/tcp for Internet use.
   -Teamate/Dialup for phoneline and modem access.
9. Click on the "Install" button.
10. Select the disk to install the software onto and click on the "Install" button.
11. At the Installation Successful window click on the "Quit" button.
12. Close the Teamate window. You will now have a new folder called teamate/tcp or teamate/dialup.
13. Double click on the teamate (tcp or dialup) folder to view the appropriate window and files for your application.
14. You will run CAMInfoNet from this window by double clicking on the teamate.appl icon.

Before running the application you will need to set up the client for your personal use. You must modify the mmb.ini file in the folder. The mmb.ini file has a number of commands set equal to a setting. Always put a space between the command and the = sign and the = sign and the setting (ie. commspeed = 2400).

For Dialup access:

1. Open your word processor and open the mmb.ini file in the teamate/dialup or tcp folder.
2. Check the commspeed = your modem's speed (At this time CAMInfoNet has a maximum of 9600 baud). Change the commspeed number if needed.
3. Check the phone number: add a 1 for long distance, 503 for long distance in Oregon, *70 if you have call waiting, or 9 if you need to reach an outside line.

OR

For tcp access:

1. Change the clientname = your user name (ie. clientname = smithj).
2. Change the clientpassword = your password (ie. clientpassword = password).
3. Leave everything else the same for the servername and the serverpassword.
4. Resave the mmb.ini file.

Exit your word processing program and restart teamate.appl after connecting to your tcp provider or modem and phone line.

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Quick Tips for Using CAM InfoNet

The following Quick Tips are provide help you quickly learn the basics of using CAM InfoNet. They are not intented to provide information on all of the capabilities of the system, but they do help you learn to do some things easily. Follow the charts based on the type of computer access you are using. If you are using text based access follow the column labeled Text Based Terminal to complete an action. Actions can be completed using a GUI Client by following the steps in the GUI Based Terminal Column. Further information on the system capabilities can be found by reading the on-line help. There are a number of basic procedures that CAM InfoNet users must be able to do:

Quick Tips for

Basics

Action	**GUI based terminal**	**Text based terminal**
Select a different topic	Place the mouse pointer on the topic and double click or use the View Button	Use the arrow keys to highlight the topic and press enter.
Expand the topic outline	Place the mouse pointer on the topic you want to expand, select it with a click, click the expand button.	Use the arrow keys to highlight the topic you want to expand and press the "E" key or use the menu selection Expand.
Use the menu	Double click on menu bar and select action from the drop down menu. Double click on the desired action.	Use tab, space bar, or arrow keys to highlight menu choice and press Enter. OR Press the first letter of your menu choice.
Get Help	Click on the Help Menu Item.	Press the "h" key or use the menu selection for "help" or press the F1 key.
Display an Entry	1.Highlight the topic by clicking on it, 2.Click on the menu bar Entry, 3.Click on Display in the drop down menu, 4.Double click on the subject you want to view. 5.Click on Close to return to the entry list. 6.Click on Close to return to the topic outline.	Highlight the subject and press "d" or select the menu item display.
Display next Entry	Click Forward or Back button.	Press "f" to move forward or "b" to move back through the entries.

Exit the Entry Screen	Click on the Close button	Press "s" to shrink back to main menu.
Identify users on the system	1.Click on Options on the Menu Bar, 2.Click on "UserInfo", 3.Click on "Directory", 4.Click on "OK" button, 5.Click on "Cancel" to search box, 6.Click on "Cancel" to return to the topic outline.	1.Press "u" for users, 2.Press "d" for directory, 3.Press <Enter> for full list, 4.Use arrow keys to look at user names, 5.Press "s" to shrink back, 6.Press "s" again to shrink back to main menu.
Move back up one level in the outline	Click on the "Shrink" or "Back" button.	Press "s" to shrink the topic outline.
Move to the top of the outline.	Click on the "Top" button.	Press "r" to restore to the top of the topic outline.
Change your personal information and setup.	Password Change: 1.Click on "Options" on the Menu Bar, 2.Click "UserInfo", 3.Click on "Preferences", 4.Select the New Box and type in a new password, 5.Select New Check Box and re-type your new password, 6.Make sure that there is an "x" in Save Changes Box, 7.Click "OK"button.	1.Press "o" for options and use the Tab Key to move to desired fields, 2.After changes are made press <Enter>, 3.If no changes press Ctrl X.
Quit using the CAMInfoNet	1.Click on "Connection" on the Menu Bar, 2.Click on "Disconnect", 3.Click on "Disconnect" button, 4.Click on "File" on the Menu Bar, 5.Click on "Exit".	Press "q" or select the menu item "quit".
To move quickly to a topic you use often	1.Click on "GoTo" on the Menu Bar, 2.Select the name or the topic and double click OR Click on the "OK" button OR select the topic keyword box and type in a topic name, press <Enter> and click "OK button.	1.Press "j" to jump, 2.Enter the topic name or select from the list, 3.Press <Enter>.

Entering Information

Using CAM InfoNet you can perform two different activities on the CAM InfoNet. You may leave personalized electronic mail or post entries for all to read

Electronic Mail (E-Mail)

The CAM InfoNet allows users who to communicate with each other in a private mode using the mail option. This should be used for short term information or when you only want selected users to access your thoughts or files. You may send and receive mail. Users coming into the system from the Internet can leave electronic messages for those accessing the system using dial in. The same is true in reverse. Mail can include short typed in text messages, longer previously prepared asci on screen messages, file attachments (such as word processing, spreadsheet, database, graphics, or executable files.

Quick Tips

E-Mail

Action	GUI Based Terminal	Text Based Terminal
Do you have Mail?	Notice if a box titled "Mail" is in the upper right of screen.	Notice if a "M" is in the upper left before the word "look".
Reading mail	1.Click on "Mail" on the Menu Bar, 2.Click on "Mailbox", 3.Highlight the mail subject you would like to see, 4.Click on the "View" button, 5.Click on the "Forward" or "Back" buttons to move through the messages, 6.Click on "Close" button to return to the Topic Outline.	1.Press "m" or select "mail" from the main menu, 2.Press "r" or select "receive" from the menu, 3.Highlight the mail subject you would like to read and press "d" for display OR <Enter>, 4.Press "f" for forward or "b" for back to read other mail, 5.Press "s" or select "shrink" to return to mail list OR "Ctrl X" will take you out of display mail.

Answer a Mail Message from the view (display) screen.	1.From the view or display mail screen press the "Answer" button, 2.Type in any additional names you want to send to and click on "Enter" button, 3.Select "Subject" Box with the mouse and type in the subject of your reply, 4.Select "Message Text" Box with mouse and type in your reply, 5.Click on "Send" button, 6.Click on "Close" button to exit mail.	1.Press "a" or select "answer" from the menu, 2.Type in the subject of your reply, 3.Tab to "source", 4.Highlight "note" with the arrow keys for a short reply, 5.Press <Enter>, 6.Type your note in the box, 7.Press Tab highlight "yes" with arrows, 8.Press <Enter>, 9.Type in any additional names you want to send to and when the list is correct press <Enter> to send, 10.Highlight "yes" to clear the message, 11.Press <Enter>, 12.Press "s" or select "shrink" from the menu to exit mail display.
Send a mail message.	1.Click on "Mail" on the Menu Bar, 2.Click on "Prepare", 3.Repeat steps #2 to #6 in answer mail action.	1.Press "m" or select "mail" from the main menu, 2.Press "f" or select "fastsend" from the menu, 3.Repeat steps #2 to #12 from the Answer Mail action.
Selecting addressees from the user list.	1.Enter the "Prepare Mail Screen", 2.Click on the "Public" Button, 3.Click "OK" Button, 4.Place the mouse pointer on the name of the first name and click, 5.Select additional key by moving the mouse pointer and hold "Ctrl" key and click, 6.When all are selected click on "To Mail" button. 7.Complete the mail as the send mail instruction and click on "Send" button.	1.Press "m" or select mail from the main menu, 2.Press "a" or select "addressees" from the menu, 3.Press "?" and <Enter> to search for names, 4.Press <Enter> to get a full list, 5.Highlight the name you want with the arrow keys and press a numeric key for each name you want to add to the list, 6.Press "s" or select "shrink" when done, 7.Press <Enter> if list is correct, 8.Use "f" or select "fastsend" to construct the message and send.

Block deleting old messages.	Must delete one mail message at a time although GUI Instruction Manual provides a procedure that does not appear to work. 1.Click on message and highlight, 2.Click on the "Delete" Button, 3.Click on "Close" Button to exit mail.	1.Press "m" or select "mail" main menu, 2.Press "r" or receive from menu, 3.Highlight the mail messages you want to delete by arrow and press a numeric key to mark, 4.Press "b" or select "block" from menu, 5.Highlight "delete", 6.Press <Enter>, 7.Press "s" or select "shrink" to return to mail menu.

Topics

Topics are organizers for the users of CAM InfoNet. Basic topics have been provided by the CAM InfoNet's Administrator. Users can create their own sub-topics and control the access to the sub-topic. The user who "owns" the sub-topic is responsible for updating and deleting topic entries.

Quick Tips
Adding Sub-Topics (Instructions Not Available at this time)

Entries

Individual entries can be placed under topics for all users to read or download. Entries are generally longer term items an placed for the majority of users to use. Entries can also include short typed in text messages, longer previously prepared asci on screen messages, file attachments (such as word processing, spreadsheet, database, graphics, or executable files.

Entries can be given an expiration date to automatically be deleted from the system.

Quick Tips

Entries

Action	GUI Based Terminal	Text Based Terminal
Prepare to add an entry to a topic area.	1.Use the mouse pointer to select (highlight) the topic area where you wish to add the entry, 2.Click on **Entry** in the *Main Menu,* 3.Click on **AddNew** in the drop down menu, 4.Place cursor in the *Subject Box* and type in the subject of your entry,	1.Use arrows to highlight topic or sub-topic, 2.Press **"a"** or select **"add"** from the *Main Menu,* 3.Type in the *Subject* of your entry, 4.Press *Tab* to *Source*:, 5.Use the *arrow keys* to select the type of entry input you wish to use (continue the process with your choice below).
Write a short "note" as an en.	1. Prepare to add an entry as above, 2.Click on *Upload/Import Box* and select *Text Box,* 3.Place pointer in large message box and click for cursor, 4.Type your message, 5.When complete click on the **"Add"** *Button.*	1.Prepare to add an entry as above, 2.Use the *arrow keys* to highlight **"Note"**, 3.Press <Enter> 4.Type in the text of your entry, 5.Press *Tab* to move to *Send/Add:*, 6.Use *arrow keys* to highlight **"yes"**, 7.Press <**Enter**>.

Leave an entry that you previously prepared on your word processor as ASCII text file.	1.Make sure that you have saved the file entry as an ASCII text file, 2.Prepare to add an entry as above. 3.Click on **Entry** in the *Main Menu,* 4.Click on **Add/New** in the drop down menu, 5.Place the cursor in the *Subject Box* and type the subject of your entry, 6.Click on the *Upload/Import Box down arrow* and select/highlight "**Entry Text**", 7.Click on the "**Add**" *Button,* 8.Type in the *File Name* you wish to add OR choose by highlighting the directory and file you wish to use, 9.Click on the **OK** *Button,* 10.Watch status window for transfer for completion.	1.Make sure that you have saved the file entry as an ASCII text file, 2.Prepare to add an entry as above, 3.Use the *arrow keys* to highlight "**upload**", 4.Press **<Enter>**, 5.Under *Upload Options Destination:* use the arrow keys to highlight "**text**", 6.Press *Tab* to *Transfer Mode:* and use arrow keys to highlight "**xmodem**", 7.Press *Tab* twice to *Attachment Type:* use arrow keys to highlight "**text**". 8.Press **<Enter>**, 9.Using your terminal program initiate the transfer (often by pressing the PgDown key), 10.Type in the name and path of your file.

Leaving an entry that is a file (binary) for use by another software program (ie. word processing, database, spreadsheet, or graphics file).	1.Make sure that you have saved the file entry and know it's name and location, 2.Prepare to add an entry as above, 3.Click on **Entry** in the *Main Menu,* 4.Click on **Add/New** in the drop down menu, 5.Place the cursor in the *Subject Box* and type the subject of your entry, 6.Click on the *Upload/Import Box down arrow* and select/highlight **"Entry Attachment",** 7.Click on the **"Add"** *Button,* 8.Click on marker for *Attachment Type* as **Undefined/binaryl,** 9.Click in *Description Box* and type the name of the file at the cursor, 10.Click on the **"OK"** *Button,* 11.Type in the *File Name* you wish to add OR choose by highlighting the directory and file you wish to use, 9.Click on the **"OK"** *Button,* 10.Watch status window for transfer for completion.	1.Make sure that you have saved the file entry and know it's name and location, 2.Prepare to add an entry as above, 3.Use the *arrow keys* to highlight **"upload"**, 4.Press **<Enter>**, 5.Under *Upload Options Destination:* use the arrow keys to highlight **"attachment"**, 6.Press *Tab* to *Transfer Mode:* and use arrow keys to highlight **"xmodem"**, 7.Press *Tab* twice to *Attachment Type:* use arrow keys to highlight **"undefined"**, 8.Press **<Enter>**, 9.Using your terminal program initiate the transfer (often by pressing the **PgDown** key), 10.Type in the name and path of your file.

Get an entry (file) from the CAM InfoNet (Downloading).	1.Highlight the topic you wish to see, 2.Click on the **"View"** *Button,* 3.Highlight the entry you want from the *Entry Information* list, 4.If there is an attachment it will be noted in the description, 5.Click on **"Get Attachment"** *Button,* 6.Type in the name and location of the file you want to download OR highlight it in the window, 7.Click the **"OK"** *Button,* 8.Watch writing window until complete.	1.Highlight the topic you wish to see the entries, 2.Press **"l"** or select **"look"** from the *Main Menu,* 3.Select the entry that you want to see from the list by highlighting with the arrow keys, 4.Press **"d"** or select **"display"** from the *menu,* 5.If there is an attachment it will be noted in the description (write down it's name), 6.Press **"p"** or select **"print"** from the *menu,* 7.*Tab* to the *To:* block, 8.Use *arrow keys* to highlight **"xmodem"**, 9.*Tab* to *Select Entry:* and use *arrow keys* to highlight **"this"**, 10.*Tab* to *Format:* and use *arrow keys* to highlight **"attachment"**, 11.Press **<Enter>**, 12.Type in the location (directory) and name of the file on your computer,

Q & A for Users

The following problems are sometimes encountered by new users. Try out the suggested solutions. The questions are common errors that some people experience.

Q: Why doesn't my password work?

A: It probably does except it is being entered wrong. First, there are two passwords: one is for the UNIX system and the other is your personal password. The UNIX system password you probably don't have to use, but if you need to reconfigure your set up it is ***fjfjdk***. The most important password is your personal one. Write it down somewhere so you won't forget it. Only you can change it! Remember it is in lower case type. UNIX doesn't like it if you type this password using any uppercase letters. You can change your personal password in the *Options Menu.*

Q: How do I change my personal password?

A: For GUI Client Users: Click on the *Options Menu* and choose the *UsersInfo/Preferences* sub menu. Type in your old password in the *Old Box*, type in your choice of new password in the *New Box* (remember to use all lower case letters), type in the same new password in the *New Check Box*, and then click the *OK Button*. For Text Based Users: Press O in the Menu and use the Tab to move to the desired field you wish to change. Type your old password in the Old field then type your new password twice in the New and Check fields. Press enter to save the changes.

Q: I get a prompt for "Welcome to SCO Unix System" logon, what do I type in?

A: You are using the text based mode of CAMInfoNet. You must type in the letters ***bbs1*** to let the system know how you are going to use it. Make sure that you use all lower case letters.

Q: As I log in I am asked for the terminal type, what do I do?

A: Most likely you need to type the letters ***ansi*** if you are using at ***VT100*** terminal. Make sure that your terminal software is set to emulate a ***VT100*** terminal.

Q: I am using the Windows terminal program and my arrow keys do not work?

A: Even though you are using the ***Windows Terminal Program*** you are not using the graphical user interface (GUI) client. This program is really just a text based terminal application. You must tell the program to release the arrow keys for use by other than Windows needs. Do this by selecting the *Settings Menu and Terminal Preferences*. In this Window remove the X in the *Box: Remove Function, Arrow, and Ctl keys for Windows* by clicking the box.

Q: I am using a text based terminal program and my arrow keys do not work?

A: Make sure that you have your terminal program set to ***VT100*** emulation. Sometimes pressing the Scroll Lock key on your keyboard will work.

Q: The CAM InfoNet will not accept my logon using my user name. Why doesn't it work?

A: Your user name is a special name that is given only to you. It is your identity on the system. We are suggesting that you use your last name and first initial. i.e. ***jonesj*** for someone named J. Jones as a common format. A common error in logging on is to use capital letters in your user name. You must always use your correct user name in lower case letters with no spaces between the last name and first initial. Make sure that your caps lock is not on.

Q: I can logon but all I get is a string of garbage letters. What is happening?

A: Most likely you do not have your baud rate set properly or you have "noise" on the line. Check your settings and all the cables connecting the computer and modem to the phone line.

Q: How can I change the settings, phone numbers etc. when I use the GUI Client?

A: First, you need to know what version of the Client you are using. Run your Client software and click on the *Help\About Menu*. If you have a version lower than ***1.29*** you must change the *mmb.ini* file using a word processor or DOS's edit function. You might also find it much nicer to download the newer version (***1.34***)of the GUI from CAM InfoNet and reinstall the program. The newer versions allow you to use the *Options\Configure Menu* before logging on to change all of the parameters from an on screen window.

Q: What do I do if I want multiple users to use the CAM InfoNet from the same machine with different user names and passwords?

A: Before logging to the system Click on the *Options\Configure Menu*. Change the username and userpassword options from the pull down window box to a blank. When individuals logon they will have to type in their user name and password from the Connect Window. Remember everyone must use lower case letters for the user name and password.

Q: Why does the system reject me at logon when I am using the graphical user interface GUI (either in dialup or tcp mode)?

A: You may be using the wrong server name or server password. Check in the *Options\Configure* window to see what is entered. The server password (***bbs1*** for textbased system and telnet, ***bbs2*** for graphical user interface (client) in dialup mode, and ***5414*** for graphic user interface (client) in tcp (Internet) mode tells CAM InfoNet how you are entering the system. Make sure that you have entered the correct server name. *If you are using the GUI do not use **bbs1**.* The server password for all users is ***fjfjdk.***

Q: I am trying to use the system via TCP (Internet) and the GUI but can not get anything to work.

A: Most importantly make sure that you have TCP operating in the background. If you are using a SLIP or PPP connection make sure that you have run *TCPMAN* (or the like) before running CAMInfoNet. Check to make sure that you have installed the correct GUI software. You should be using the file from the installation disk named CINTCP.EXE. Check that the *Options\Configure Window* setting for *Comm Type* says ***TCP***. Make certain that the Network Address is correct. Select the *Options\Configure Menu* before running CAMInfoNet. Using the window make sure that the *Net Addr* is set to ***198.236.188.2***

Q: After I download an attachment I can't seem to find it. Where is it on my computer's drives?

A: You can tell the CAM InfoNet where to place the downloaded files on your drives. To do this type select the *Options\Configure Menu* before logging on. Set the ***Save Directory*** to the path you wish to keep the files in (example: C:\Temp).

Q: Why does CAM InfoNet drop me when I try to log in through a dial in phone line? I hear the dial sounds, the rings, and a lot of noise.

A: You do not have your parameters set properly. Make sure that you have your baud rate set at 2400 or 9600, 8 bits, No Parity, 1 stop bit.

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